Public Instruction,

N. W. T. Provinces,

report

1909-10 to 1913-14

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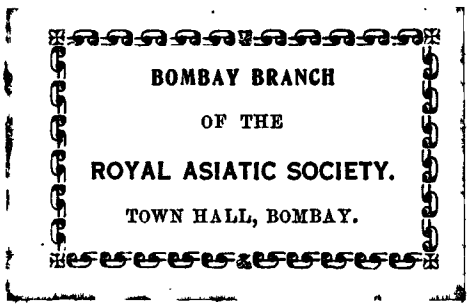

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WEST FRONTIER PROVINCE

FOR

134111

1909-10.

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PESHAWAR:

NORTH-WEST FRONTIER PROVINCE GOVERNMENT PRESS.

1910.

Annual Report on Public Instruction in the North-West Frontier Province for 1909-10.

Review by the Chief Commissioner.

A feature of the educational year 1909-10 is the fact, as stated in paragraph 1 of the Report, that 57 private schools closed their doors. This failure of these educational institutions, though regrettable, does not mark a retrograde tendency, since the total number of pupils attending all kinds of schools during the year was greater than in the previous year. The failure of private schools is due to the increasing popularity of the public institutions, and is a tribute to Departmental methods and an encouraging sign that the people even of this backward Province are beginning to appreciate the efforts of Government in the direction of organized education.

2. In paragraphs 4 and 5 of the Report it is stated that the total Budget provision of District Boards and Municipalities for Eduction fell short of the demandable minimum. The Chief Commissioner is not inclined to consider this as a definite sign of apathy on the part of Local Bodies, who experience great difficulty in making both ends meet and in providing funds for the elementary needs of districts in the shape of means of communication, hospitals, &c.

3. It is satisfactory to see from paragraph 6 of the Report that there has been no lack of private enterprise in furthering education in the Province. This is a most encouraging sign, and the thanks of the Chief Commissioner are due to those gentlemen who have supported the schools by their liberality.

Another sign of a growing spirit of enlightenment is the willingness of parents to educate their daughters.

4. In paragraph 13 the proposed Islamia College is mentioned, and Mr. Merk takes the opportunity to express once more his sympathy with the scheme for the establishment of a Provincial College and the hope that it will soon be possible to take decisive steps to make the College an accomplished fact. The case for the College is before the Government of India.

5. Turning to Chapter XIV of the Report, which deals with discipline and moral and physical training, the Chief Commissioner trusts that there will be an improvement in the discipline of the lower grade schools. Inspecting Officers, whether departmental or otherwise, should pay attention to this point. Any fault on the part of the teachers themselves, such as is mentioned in paragraph 50, cannot fail to have a bad effect on the pupils, and should be severely punished.

6. Mr. Merk is glad to see from paragraph 51 that increased attention is being paid to moral training, and that it is having its proper effect.

7. On the whole the Chief Commissioner considers that the Report under review is a satisfactory record of progress in all branches of education. The Province still suffers from having no Director of Education of its own, but an officer has now been appointed and will assume charge of his duties early in 1911.

8. The thanks of the Chief Commissioner are due to the Director of Public Instruction, Punjab, for his control of the Department and to Khwaja Sajjad Hussain for the performance of his duties as Officer in charge of Education in the Province.

H. N. BOLTON,

Secy. to the Hon'ble the Chief Commissioner and Agent to the Governor-General, North-West Frontier Province.

Peshawar :
The 4th November 1910.

N.-W. F. P. Govt. Press, Peshawar.—257 S. to C. C.—4-11-10—230.

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WEST FRONTIER PROVINCE

FOR

1909-10.

CHAPTER I.—General Summary.

1. *Number of Institutions and Scholars.*—There were 914 institutions of all kinds in existence at the end of March last, compared with 954 in the previous year, the net decrease of 40 being due to a fall of 57 in the number of private schools, whereas the public institutions increased by 17. The aggregate number of scholars attending all these schools rose by 1,154 to 30,045 in spite of a decrease of 1,073 in the attendance at private schools. The following are the particulars of the institutions open during the year under report :—

For Males.

	Number of institutions.		*Number of scholars.*	
Arts College	1		19	(— 3)
High Schools	12		4,255	(+ 638)
Middle Schools	17	(+ 2)	3,192	(+ 630)
Primary Schools	267	(+ 13)	12,069	(+ 691)
Training Institution ...	1		54	(+ 3)
Private Schools	515	(— 36)	7,246	(— 956)

For Females.

	Number of institutions.		*Number of scholars.*	
Middle School	1		297	(+ 30)
Primary Schools	25	(+ 2)	1,576	(+ 238)
Private Schools	75	(— 21)	1,337	(— 117)

The increase in the number of Vernacular Middle Schools and the continued expansion of Public Primary Education are the outstanding features of the year.

The proportion of pupils attending schools of all kinds in the Province to those who might be under instruction is 9·06, against 8·8 before, as given below according to districts :—

	1909-10.	1908-09.
Hazara	6·7	6·5
Peshawar	7·3	7·4
Kohat	7·5	7·0
Bannu	16·7	16·9
Dera Ismail Khan	15·2	12·7

The slight decrease in Peshawar and Bannu is entirely due to the growing unpopularity of Indigenous *Maktabs* and Private Schools.

The classification of pupils according to creed is compared below for the last two years :—

		In Public Institutions.	*In Private Schools.*
Muhammadans		13,458 (+ 1,386)	7,677 (— 631)
Hindus	Non-Brahmans ...	6,492 (+ 709)	729 (— 239)
	Brahmans	596 (+ 52)	27 (— 49)
Sikhs		881 (+ 76)	150 (— 154)
Native Christians		35 (+ 8)	...
Others		(— 4)	...

Muhammadans show a steady advance in numbers and claim the largest share of increase in public schools, but there is a general decrease in the attendance at private schools. The great yearly variations in the Return of such institutions, however, take away a good deal from its reliability.

2. *Expenditure.*—The aggregate expenditure during the last year was Rs. 3,12,042, or Rs. 7,082 less than before, as detailed below :—

Direct Expenditure.

	For Males.		*For Females.*	
	Rs.	Rs.	Rs.	Rs.
Arts College	7,081	(— 2,745)	...	
High Schools	96.698	(+ 5,232)	...	
Middle Schools	27,479	(+ 5,911)	1,697	(+ 401)
Primary Schools	60,501	(+ 2,605)	11,061	(+ 1,942)
Training School	11,567	(— 1,481)	...	

Indirect Expenditure.

	Rs.	Rs.
Scholarships	9,812	(+ 1,352)
Other charges	86,146	(— 20,299)

The large decrease of Rs. 18,947 in the "Indirect Expenditure" is noticed chiefly under the head "Buildings," while the increase of Rs. 11,865 in "Direct Expenditure," due to the opening of new schools and improving the teachers' salaries, extends to all classes of institutions except the Arts College and Normal School, where the full staffs did not work during a part of the year under review.

The average annual cost of educating a student in the Mission College comes to Rs. 372-10-11, in Secondary Schools Rs. 16-14-2, in Primary Schools Rs. 5-6-7, and in the Normal School Rs. 214-3-3.

3. *Sources of Expenditure.*—The whole of the above expenditure was contributed by the different funds as below :—

	Expenditure.		*Percentage.*	
	Rs.	Rs.	Rs.	Rs.
Imperial Revenues ...	58,176	(— 21,976)	18·7	(— 6·4)
District Funds	90,913	(+ 7,987)	29·1	(+ 3·1)
Municipal Funds ...	53,092	(— 1,495)	17·0	(— ·1)
Fees	44,895	(+ 4,538)	14·4	(+ 1·7)
Other Sources	64,966	(+ 3,864)	20·8	(+ 1·7)

The large decrease shown against Imperial Revenues is entirely due to the very small building grants given during the year, and the increased income from Fees in Boys' Schools has relieved the Municipal Funds to a certain

extent. The District Boards have had to spend more on their newly-opened Vernacular Middle and Primary Schools, and the 'Other sources' helped mostly to defray the increased outlay on Boarding-houses and furniture.

If we add to the above-noted expenditure from Imperial Revenues Rs. 28,526 paid direct to the Local Bodies for the maintenance of Secondary and Primary Schools and deduct Rs. 255, the amount of the travelling allowance bill of the Officer in charge of the duties of Inspector-General of Education cashed at Quetta and therefore not taken into account by the Accountant-General, Punjab, we get a total of Rs. 86,447, which tallies with the figures supplied by this Officer.

4. *Management of Schools by District Boards.*—In every district the budget provision for Education fell short of the obligatory minimum, the total deficit being Rs. 16,525, almost the whole of which is noticed in the allotment for Primary Education. With the exception of the Kohat and Bannu districts, where the gross expenditure on education slightly exceeded the budget provision, the actual expenditure was less than even the budgetted amount by Rs. 4,489, which clearly shows that funds can be found by the District Boards to open new Primary Schools and to improve the salaries of teachers, if they like to do so. The percentage of the total expenditure from District Funds on their minimum liabilities was 80·4 for all the districts taken together, against 82·5 in the previous year—Hazara with 90·9 per cent. still occupying the first place and Dera Ismail Khan with 71·5 being the last in this respect.

At the close of the last year, 232 schools (3 Anglo-Vernacular, 11 Vernacular Middle and 218 Primary Schools), against 220 before, were under the control of District Boards, the increase being shared by all the districts except Peshawar, and their management is reported to have been satisfactory on the whole. Very slight improvement was, however, noticed in school buildings, only one or two new houses having been constructed out of the Imperial Grant in each district, except Peshawar again, where no measures were taken either to provide good buildings for even the Middle Schools or to improve the equipment. The question of opening a Provident Fund for teachers is engaging the attention of the District Boards, and the staffs of schools are being gradually improved with the fresh supply of trained men from Training Institutions, though the number of unqualified men working in schools is still large.

5. *Management of Schools by Municipalities.*—The total budget provision for Education by all the Municipalities fell short of the demandable minimum by Rs. 25,424, the liberal budgets of the Hazara, Haripur, Bannu and Dera Ismail Khan Municipalities having been absorbed by the Peshawar Committee, which alone provided Rs. 25,583 less than what it might be required to do. The gross expenditure was less than the budget allotment in the case of Hazara, Haripur and Kohat Committees and exceeded it at Bannu and Dera Ismail Khan, while the net expenditure was less than that of the previous year at Abbottabad, Kohat and Tank. All this goes to show that there was a considerable margin in some of the important Committees which might well be utilised in strengthening the staffs, improving buildings and replenishing School libraries with good books for the use of the teachers and the taught.

The Nawanshahr Vernacular Middle School—Hazara District—having been transferred to the District Board, only 20 schools were left under the control of the Municipal Committees of the Province and their management was satisfactory as a whole.

Steps have been taken to enlarge the Bannu and Haripur Municipal Board School buildings, but the accommodation at Abbottabad continues to be quite cramped and unsuitable, and nothing practical seems to have been done there to improve the narrow and dark class-rooms. A good deal is being done to provide furniture and appliances, though dual desks of the approved modern pattern and kindergarten materials are still wanted, and no additions worth the name have been made to the libraries. The revision of the scales of teachers' salaries by almost all the Municipal Committees is a step to the right direction and cannot fail to make the service attractive and efficient. The Committees generally try to carry out the suggestions of the Inspecting Officers as far as

their funds permit, but it must be noted with regret that the Kohat Municipality does not seem to be inclined to look at things from the Departmental point of view.

6. *Private Enterprise.*—It is gratifying to note that private enterprise in education continues to be active and new schools for boys and girls established by Private Bodies or persons are coming into existence. The tendency on the part of influential gentlemen in both the urban and rural tracts to arrange by private liberality for prizes on the results of various examinations is on the increase and the interest taken by *Raises* and *Maiiks* in village schools is generally helpful and encouraging. The Yusufzai gentry have subscribed for a Close High School Scholarship to be awarded to the best student of the Mardan Anglo-Vernacular Middle School, and the Charsadda, Hangu and Tank people are reported to be very keen about the addition of English to the curriculum of the Vernacular Middle Schools there, while at Chaudhwan, in the Dera Ismail Khan District, they have made some collections for raising the status of their Primary School to that of a Vernacular Middle School.

7. *General Progress.*—From the foregoing remarks it will appear that the number of Public Institutions rose by 17 and of the scholars attending them by 2,227, including an increase of 268 in the case of girls. The decrease in the number and attendance of private institutions, though regrettable in a sense, indicates the popularity of public school education among the masses. The results of the public examinations compare very favourably with those of the previous year, both as regards the numbers of candidates and of those who were successful. The Normal School, Peshawar, continues doing very good work, 25 students having passed the Junior Vernacular Certificate Examination out of 27 who appeared, and qualified themselves for teachership in Primary Schools. The increase of 1,366 in the number of agriculturists attending Primary Schools and Primary Departments and of 283 Muhammadans in the Secondary stage of Middle and High Schools cannot but be gratifying, considering that more than two-thirds of the latter figure represents the increase which has taken place in Anglo-Vernacular Schools, and does not include a number of young Pathans, who are being educated in the High Schools and Colleges of the Punjab and the Muhammadan Anglo-Oriental College at Aligarh.

In conjunction with what has been said above the improvement in the tone and discipline of all educational institutions and in the physical training of the scholars entitles the year under report to be regarded as one of all round satisfactory progress, on which the heads of institutions and the teaching and inspecting agencies of the various districts may deservedly be congratulated. For further expansion and improvement of education in the North-West Frontier Province the principal want is one of funds, and it is to be hoped that these will be forthcoming sooner or later.

CHAPTER II.—Controlling Agencies.

8. *Officer in charge of Education.*—Khwaja Sajjad Husain, B.A., held charge of the duties of Inspector-General of Education throughout the year and worked, as before, under the general control of the Director of Public Instruction, Punjab. The former officer inspected 44 Secondary, 2 European and 82 Primary Schools for boys and girls besides conducting the Provincial Athletic Tournament at Abbottabad and holding the High School Scholarship Examinations at the head-quarters of all the districts in the Province; and, including the 63 days devoted to Baluchistan, he spent 217 days on tour. He also attended the General Educational Conference held at Lahore in April 1909.

9. *Personal Assistant to the Inspector-General of Education.*—Mirza Ali Muhammad Khan, B.A., continued to perform the onerous duties of Personal Assistant to the Inspector-General of Education, except for 33 days of his privilege leave, when no *locum tenens* was appointed. He spent 213 days on tour and, including summer visits, inspected 6 Secondary and 275 Primary Schools and Departments. His work this year again was thoroughly

satisfactory, and the cheerfulness and promptitude with which he went to the most distant corners of the Province at a time when travelling on the border was not quite safe is specially creditable to him. He is liked everywhere in the Province, and his personal influence with the *Raises* has proved of immense use to the Department.

10. *District Inspectors of Schools.*—M. Karim Bakhsh, Assistant District Inspector of Schools, who relieved Khan Sahib Sheikh Ghulam Muhammad on the 1st of April 1909, acted as District Inspector of Schools, Peshawar, for two months when the permanent incumbent M. Abdus Sattar, B.A., Head Master of the Peshawar Normal School, assumed charge. M. Muhammad Shafi, B.A., held charge of the office of District Inspector of Schools, Hazara, till 5th November last, when he died a sudden death after a short illness brought on probably by excessive work in connection with the District Athletic Tournament. The deceased Officer was the best District Inspector in the Province—thoroughly conscientious and devoted to his duties—and his premature death is deeply deplored. He was succeeded by M. Inayatullah, B.A., Assistant District Inspector, from the Punjab. M. Abdul Latif continued to work as District Inspector of Schools, Kohat and Kurram, till 10th November last when on his temporary transfer to the Punjab he was relieved by M. Ghulam Hasan, Head Master of the Bannu Municipal Board High School. No changes among District Inspectors took place in the other two districts.

The work of all the District Inspectors, who enjoyed the confidence of their respective District authorities, was thoroughly approved, being marked with zeal, energy and tact.

M. Karim Bakhsh, Assistant District Inspector of Schools, Peshawar, deserves special mention for the ability and energy shown by him in the discharge of his duties. He enjoys the confidence of the leading Khans and Maliks with whom his friendly relations have been of great use to Primary Education in the district.

11. *Other Controlling Agencies.*—The District Officers continued to co-operate with the Department and to help the cause of education, for which the thanks of the Department are due to all of them and more especially to Lieutenant-Colonel C. F. Minchin and Major D. B. Blakeway, Deputy Commissioners, and to Mr. Hennessy, Secretary, District Board, Peshawar. As many as 64 schools were inspected by several of these officers, and no fewer than 8 institutions had the honour of receiving a visit from the Hon'ble the Chief Commissioner himself.

Hardly any improvement was, however, noticed in the visitation of schools by the Tahsil authorities, several of whom do not seem to have realised that their main educational duty in a backward Province like this is to use their influence with the leaders of the people and the village headmen in favour of Primary Education. The name of M. Qulli Khan, Naib Tahsildar of Charsadda, deserves special mention for paying the largest number of visits to the schools of that tahsil and for exhorting people to encourage education by offering prizes, &c.

CHAPTER III.—Collegiate Education.

12. *The Edwardes' Church Mission College.*—The only second grade College in the Province had 19 students on its rolls at the close of the year, or 3 less than before. The total direct expenditure fell from Rs. 9,826 to Rs. 7,081, owing to the absence of a Vice-Principal for several months during the year. To this amount the Imperial Revenues contributed Rs. 1,200 as before and the fee receipts declined by Rs. 208 to Rs. 1,076, while the balance was met from 'Other Sources.' Besides this, Rs. 72, Rs. 394, Rs. 20,500 and Rs. 4,500 were spent out of 'Private Sources' on scholarships, hostel, buildings and furniture respectively.

In the Intermediate Examination, only 2 out of 10 candidates were successful, as against 6 out of 9 in the previous year, and the Principal attributes this unfavourable result partly to "unavoidable changes in the staff," and mainly to the fact that "with two or three exceptions it was the weakest class the College has ever had."

Much was done as before for moulding the character and improving the tone of students both in the College and on the play-ground; several literary and social gatherings were held, and physical training received due care, though no athletic team could be sent to compete in the University Tournament. The Principal says—

"In every way their (the students') conduct has been most satisfactory and games have been enthusiastically played as usual.....The attendance has been fairly regular, though there have been long absences owing to sickness. The work has been on the whole well prepared.....The College Debating Society has had regular sessions throughout the winter and had many useful discussions.....An Old Students' Union called the "Edwardes' College Association" has been formed and promises to be fruitful in keeping old men in touch with their College and one another. Weekly social meetings and lectures are held. The scheme has been warmly taken up, and we hope to soon have a Magazine."

The special feature of the year has been the completion of the new building which was occupied in the beginning of January last, and, to quote the Principal, "the change to the new enlarged surroundings has already given a new standing to the College; and we do not doubt its refining and broadening influence will be more than ever before a power for good throughout the Frontier."

A proposal to raise the College to the B. A. Standard was seriously considered by the Governing Body in March last, and it is reported that a strong recommendation was sent to the "Home Society" to open the B. A. Class next year and to guarantee a permanent staff; but the present numbers and results hardly support this view.

13. *The proposed Islamia College.*—The scheme for the opening of an Islamia College at the head-quarters of this essentially Muhammadan Province is still under consideration, and the community appears to have taken up the question right earnestly.

CHAPTER IV.—Secondary Education (Boys).

14. *Number and distribution of Schools and Scholars.*—Middle classes having been added to the Vernacular Primary Schools at Ghoriwala and Nawanshahr, the number of Secondary Schools in the Province rose from 27 to 29 with an increase of 804 scholars in the 16 Anglo-Vernacular and of 464 in the 13 Vernacular Schools. The aggregate number of scholars attending Secondary Schools was 7,447, of whom 3,246, against 2,645 before, were learning English and 3,035 against 2,396 were agriculturists.

15. *Expenditure.*—The expenditure on Secondary Departments rose by Rs. 5,404 to Rs. 83,087, the increase being shared by all the funds except 'Other Sources,' which show a fall owing to the Peshawar Islamia High School having got a grant-in-aid from Municipal Funds for the first time. The Aided Schools earned larger grants than before from Imperial Revenues, and the District Funds had to spend more on the increased number of District Board Vernacular Middle Schools.

Including the Primary Departments, the aggregate expenditure on Secondary Schools rose by Rs. 11,143 to Rs. 1,24,177, Fees and Municipal Funds meeting no less than 31·6 and 29·6 per cent., respectively, of the whole.

16. *Fees.*—The fee receipts rose by Rs. 3,882 to Rs. 29,588 in Secondary Departments and including the Primary Departments by Rs. 4,528 to Rs. 39,253, the increase being almost confined to Anglo-Vernacular Schools of all kinds, except the Unaided, which have fallen in number as well. This is a satisfactory feature, as it shows that the people are now paying a larger share (35·6 per cent.) of the expenditure on Secondary Education than before. The Code rules regarding the levy of fees are generally observed, and reduced rates continue to be

charged in certain backward districts, though efforts are being made to reach the normal scale. At the close of the past year only 116 boys paid fees above the lowest grade, about one-fourth of whom were charged at first grade rates.

17. *Scholarships.*—The number of scholarships of all kinds current at the close of the year was 125 or 24 smaller than in the previous year. This decrease is merely nominal, being due to the introduction of the uniform school year and the consequent award of new scholarships from the 1st of April 1910, while the terms of some of the old scholarships had expired long before according to the District-wise school years; and the facts that the largest number of scholarships was current in the Dera Ismail Khan District which is inspected at the end of the touring season and that the expenditure on them rose by Rs. 875 to Rs. 6,761 support this view. These scholarships have proved very useful and, but for them, many a promising frontier student would not go beyond the Primary stage.

18. *Examination Results*—(*a*) *Matriculation Examination.*—In the last Matriculation Examination 110 were successful out of a total of 213 candidates. This result compares very favourably with that of the previous year in every respect, the number of candidates and of passes as well as their percentage being better by 23, 20 and 4·2, respectively; but it must be noted with regret that in Board Schools the percentage of passes fell by 13 to 44·9. The best results were secured by the National High School, followed immediately by the Municipal Board High School, Peshawar, with a pass percentage of 73 and 72, respectively, while, owing to constant changes in the staff, the Abbottabad Municipal Board High School occupied the last position with 11 per cent. only. Of the 12 private candidates, who belonged to no school, 4 were successful.

(*b*)—*Middle School Examination.*—In the last Vernacular Middle School Examination conducted by the Punjab Education Department, out of a total number of 80 candidates 58 passed, or 72·5 per cent., compared with 55 out of 70, or 78·5 per cent., in the previous year. The smaller percentage of passes is due more to the stiffness of certain question papers than to any slackness on the part of the teaching staff who continue to work diligently and earnestly. The Baffa and Zaida Schools showed the best results by passing all the candidates sent up and were followed by Kot-Najibullah and Lakki, both of which secured more than 80 per cent., while the Hangu and Nowshera Kalan Schools could not pass more than one out of six and two out of eight candidates respectively.

19. *Advance of English Education.*—Though the number of Anglo-Vernacular Schools is stationary, there has been an increase of 804 in their total roll and of 601 in the number of those learning English. This is a clear proof of the growth of English education in the Frontier Districts and of a strong desire on the part of the people for the language, which is gradually becoming more and more popular. The general demand for more Anglo-Vernacular Schools prepared private bodies and leading men at Tank, Hangu and Charsadda to raise subscriptions with the object of having English added to the curriculum of the Vernacular Middle Schools there, and their applications are under the consideration of the Local Bodies concerned.

20. *General Remarks.*—Judging from the facts that the number of Secondary Schools and scholars has risen, that the fee receipts have appreciably improved and that the results of public examinations compare very favourably with those of the preceding year, there can be no hesitation in pronouncing the progress made in Secondary Education as satisfactory. The general character of instruction is slowly but surely improving along with an increase in the number of trained teachers, of whom there were 30 more than before. The practical teaching of Geometry and Science and of Geography on more rational and logical lines are reported to be still below the mark, mainly for want of necessary apparatus and appliances, without which it is almost impossible for even a duly qualified teacher to illustrate his lessons. English composition and the direct teaching of English by the conversational method leave much to be desired, and it is hoped that Inspecting Officers will lead the way by giving copious model lessons to all the classes learning English from the 5th High down to the 4th Upper Primary.

Apparently for want of funds very little seems to have been done to improve and enlarge the cramped buildings, or to replace the antiquated furniture by dual desks, black boards, &c., of the most modern pattern, while school libraries continue to be meagre, with the result that even the senior students have no taste for private reading. A number of useful books were, however, supplied during the past year to schools out of the allotment at the disposal of the Inspector-General of Education, and Local Bodies are expected to provide small sums in their annual budgets for gradually replenishing the libraries of the schools maintained by them.

CHAPTER V.—Primary Education (Boys).

21. *Distribution of Schools and Scholars.*—There has been a net increase of 13 in the number of Primary Schools and of 691 in that of scholars, the only institutions which have dwindled in number being the Unaided Indigenous Schools. Including those attending Primary Departments of Secondary Schools, there were 17,249 scholars at the Primary stage in the end of March last, giving an increase of 1,473 over the figures of the previous year and a percentage of 9·5 on boys of school-going age, against 8·7 before. This satisfactory advance in the number and strength of Primary Schools is an indication of the fact that, in spite of the apathetic attitude of some of the fanatics, public demand for elementary education is steadily growing. Substantial improvement in this direction is, however, barred by paucity of funds which might be supplemented by larger Imperial grants in some of the districts, while a more judicious distribution of existing schools in the Peshawar and Kohat districts is likely to help in gaining the object in view without any extra expenditure.

22. *Expenditure.*—The Primary Schools cost Rs. 2,605 more than in the previous year, the increase being chiefly due to the opening of new Board Schools. The aggregate expenditure on Primary Education rose by Rs. 8,344 to Rs. 1,01,591, the Primary Departments of Anglo-Vernacular Secondary Schools being responsible for nearly half of this increase. About 57·4 per cent. of this expenditure was met from District Funds, 14·3 from Municipal Funds, 13·4 from Fees, 3·2 from Imperial Revenues, and the balance—11·7 per cent.—from 'Other Sources.' The average annual cost per scholar is about Rs. 5-2-9, which rises to Rs. 5-8-9 in the case of Government and Board Schools and falls to Rs. 3-7-3 in that of Aided Institutions.

23. *Fees.*—The income under this head rose by Rs. 684—almost entirely in the Primary Departments—to Rs. 13,563. The agriculturists continue to get free Vernacular Primary Education, and reduced rates are still charged in certain backward districts. In the Punjab, the village *Kamins* who depend upon the agriculturists and are paid in kind for their services at the harvest time are, like the agriculturists themselves, exempt from the payment of tuition fees, and the same concession might, in the interests of Vernacular Primary Education, be extended to this Province also.

24. *Stipends.*—During the year under report, Rs. 125 were paid to two Dauri boys of Tochi from the Political Funds of Bannu and Rs. 8 to another from Municipal Funds, Kohat, in the form of stipends. The former belong to the Primary Departments of the Bannu High Schools, and the latter to the Jangal Khel Branch School, and, but for this aid, they would be receiving no education at all.

25. *Results of Examination.*—Of 1,341 candidates, 920 or 68·6 per cent. passed by the Upper Primary Standard showing an all-round increase in numbers and percentage. The Peshawar District, with a pass percentage of 72·7, occupied the first and Kohat, with 57·2 per cent., the last place in this respect. In addition to these, 149 out of 181 or 82·3 per cent. passed in English only, having obtained their Vernacular Primary or Middle School Examination Certificate in the previous year. The growing number of such candidates is a sign of the times and proves the increased demand for English.

26. *Zamindari Schools.*—This type of school continues to be quite unpopular; all the Zamindari Schools in the Bannu and Dera Ismail Khan districts have had to be converted into ordinary Primary Schools, and it is very probable that the same step will have to be taken in the other districts also. Thus the number of such schools fell from 20 to 14 with a consequent decrease of 205 in that of scholars. Of the 312 students examined by the various Zamindari Standards, 224 or 71·8 per cent. were successful, which is a fairly satisfactory result.

27. *Indigenous Schools examined for grants.*—Such schools rose from 43 to 51 with an increase of 624 in attendance and of Rs. 473 in the grant earned by them. Gurmukhi is the medium of instruction in only one-third of these institutions and Urdu in the rest. These institutions being the cheapest means of spreading Primary Education among the masses and inducing the people to co-operate and help, deserve every encouragement and support from the District and Tahsil authorities as well as from village headmen and Maliks. The District Inspectors of Schools are also expected to put the teachers of Elementary Private Schools in the way of working properly and keeping registers, and thus to prepare and encourage them for coming under the influence of the Department.

28. *Gurmukhi Classes.*—There is hardly anything to report under this head, as for want of any desire for them, no Gurmukhi Classes or branches have been opened in connection with the Board Schools for boys in the Province. In Hindu and Sikh Girls' Schools, however, Punjabi in Gurmukhi characters continues to be the medium of instruction.

29. *Proportion of boys not reading beyond the Primary stage.*—Of the 531 Vernacular Upper Primary passes of the last year, 331 or 62·3 per cent. did not join any Secondary School, and most probably followed their hereditary pursuits, but 280 out of 291 or 96·2 per cent. of the Anglo-Vernacular passes prosecuted their studies further. The figures speak for themselves and strongly support the view that Anglo-Vernacular Secondary Education is gaining in popularity, and that the Upper Primary Certificate still continues to be the School Final for most of our Vernacular Primary students.

30. *General Remarks.*—The number of schools and scholars has increased, the results of examinations have improved and school accommodation and equipment have been attended to by the District Boards according to the funds at their disposal, the Peshawar District still lagging behind in this respect. The strengthening and improvement of the staff by the appointment of qualified teachers is engaging the attention of the Local Bodies concerned, there being 157 trained teachers among a total of 363 men at present employed in Primary Schools. Much more ought to have been done in this connection; but for lack of funds and insufficient number of Vernacular Secondary Schools, which supply stipendiaries to the Normal School, the progress is necessarily slow. Provident Funds have been started, and the teachers' salaries have been more or less raised in all the districts. Where water is available, the school teachers have begun to do something in the way of Nature study with the help of small school gardens, and this might be encouraged still further by the supply of seeds.

The most remarkable features of the year are the increased number of girls reading in Boys' Schools and the really useful work done by the Teachers' Associations at their respective centres under the guidance of District Inspectors of Schools, as well as private enterprise and liberality in the cause of Primary Education in the form of rent-free school houses and handsome prizes. Thus, on the whole, the year has been one of progress as far as Primary Education is concerned.

As many as 80 teachers were working as Branch Post Masters also and, with few exceptions, their work was favourably reported on; they seemed to be discharging their two-fold duties carefully and to the satisfaction of the officers of both the Departments. The petty allowances which teachers get as Branch Post Masters and Cattle-pound Muharrirs, besides affording some pecuniary help to these low-paid men, tend to bring them in contact with the village population and to make them popular.

CHAPTER VI.—Training Institutions.

31. *Training College.*—The Central Training College, Lahore, continues to help this Province by training the candidates sent annually for the purpose. The allotment of Rs. 50 for the award of stipends is being properly utilised, and we are thereby adding gradually to the number of our Senior and Junior Anglo-Vernacular and Senior Vernacular Certificated men, though the supply of qualified teachers is still far below the demand.

32. *Normal School, Peshawar.*—The number of students at the close of the year in this only institution of its kind in the Province, was 54 against 51 last year. The total number of available stipends being 60, it is clear that, in spite of the great need for trained teachers, the full number of candidates is not forthcoming, owing chiefly to the unpopularity and inattractiveness of the teacher's profession and partly to the increasing number of openings with better prospects in other Departments. It is, however, possible that the reduction in the period of training from two years to one may help in the full number of stipends being taken up.

The post of Head and Third Masters having remained unoccupied for some months, the total expenditure fell by Rs. 1,481 to Rs. 11,567. The staff again witnessed several changes during the year, and it is to be regretted that on account of the low salary offered, no qualified teacher has yet accepted the Third Mastership, which is vacant since 23rd September 1909; but this cannot be helped as the Subordinate Service of this Province has not yet been separated from that of the Punjab, in which case the increments must naturally go to the senior men on the combined list, leaving the lowest grades for filling up vacancies, which can hardly be done on small pay in this Province at least. Perhaps the grant of some local allowances would improve matters, but this will form the subject of a separate reference.

The equipment is satisfactory as before, but the work is a good deal handicapped for want of a suitable building. The present rented house being as defective as can be imagined, it is hoped that the construction of well-planned Government buildings for the school and boarding-house will be taken in hand this year.

33. *Results of Examinations.*—In spite of the fact that the Second Master, M. Ghulam Rasul Khan, B.A., had to work single-handed during the temporary absence of the Head and Third Masters, 25 candidates were successful in the recent Junior Vernacular Certificate Examination out of the 27 sent up, which is very satisfactory. Drawing, Practical Agriculture, and Kindergarten occupations have been very well attended to, and it is hoped that the teaching of Mensuration will be made more practical, in order to introduce the subject on right lines in the outlying Primary Schools.

34. *Discipline and Physical Training.*—Good discipline continues to be maintained, and no flaw was found in the conduct of the students going out as teachers. Physical training receives due attention, but not more than 15 out of 26 candidates could pass the Junior Gymnastic Certificate Examination, and though no trophy was secured by the school team in the last Normal School Tournament held at Lahore, several prizes were won by the individual members for doing good work.

35. *Boarding-house.*—As a rule, all the students are boarders, and they are efficiently supervised by the Second Master, who also works as Superintendent. Every care is taken to see that the stipendiaries profit by the residential system, of which the moulding of character is the special benefit. A Sub-Assistant Surgeon is responsible for the health of the boarders, which has been on the whole good, but superior medical aid is sure to be of greater use, and evidently an allowance of Rs. 15 per mensem is meant for an Assistant Surgeon.

36. *Model School.*—The practising school attached to the training institution had 78 boys on rolls at the end of March last against 75 in the previous year. The several changes in the staff have had their effect on the working of the school and only 50 per cent. of the candidates could pass by the Upper Primary test; but without some special arrangements for improving the prospects of teachers the permanency of an efficient staff is, I think, hard to expect in an expensive place like Peshawar.

CHAPTER VII.—Technical Education.

Nil.

CHAPTER VIII.—Female Education.

37. *Number and Distribution of Schools and Scholars.*—The Aided Arya Kanaya Patshala of Dera Ismail Khan continues to be the only Secondary Girls' School in the Province, with a further rise, however, in the number of scholars from 267 to 297. The number of Primary Schools has risen by 2 to 25 (10 Board, 11 Aided and 4 Unaided Indigenous Schools) and that of the pupils attending them by 238 to 1,576. Taking into account the girls attending the Boys' and Private Schools, we get a total of 3,456 girls under instruction in the Province, against 3,151 last year, or about 2 per cent. of the girls of school-going age. Of these, 1,680 are Muhammadans, 1,469 non-Brahman Hindus, 203 Sikhs, 103 Brahmans, and only 1 Native Christian. It is encouraging to find that the Maliks and headmen in the Mufassil have begun to appreciate female education, some of them even sending their young daughters to Boys' Schools in the absence of Girls' Schools.

38. *Comparison according to Districts.*—Dera Ismail Khan continues to take the lead, with 584 or about 30 per cent. of the total number of girls attending the public Girls' Schools, and Kohat is still at the early stage, with not more than 136 girls, while Peshawar returns 477, Hazara 334, and Bannu 327 girls.

39. *Expenditure.*—The aggregate expenditure rose by Rs. 2,343 to Rs. 12,758, due mostly to an increase in the number of Aided Primary Schools, while the Middle School cost Rs. 401 more than before. The Public Funds contributed 47·6 per cent. towards this expenditure, the 'Other Sources' above being responsible for the rest; for no fees are charged anywhere simply to encourage female education at its present early stage. The average cost of educating each girl amounted to Rs. 5-11-9 in the Secondary and to Rs. 7-4-7 in the Primary Schools.

40. *Scholarships.*—As explained above in paragraph 17, only 49 scholarships, against 65, were current at the close of the year under report, of which the Middle Department claimed 13, or 1 for every 2 scholars, and the Upper Primary Department 36, or a little less than 1 for every 5 scholars. The expenditure for the year, however, rose from Rs. 1,057 to Rs. 1,187, almost the whole of which was met from Imperial Revenues. These scholarships serve as a stimulus, and it is hoped that public-spirited bodies and persons will come forward and add to the present number of Upper Primary Scholarships.

41. *Results of Examinations.*—All the 7 girls who appeared in the last Middle Standard Examination were declared successful, which is creditable to the Kanaya Patshala of Dera Ismail Khan, but only 24 out of 40 candidates, against 37 out of 50, passed by the Upper Primary Standard. The result of the Lower Primary Examination again compares very favourably with that of last year, and as many as 93 out of 127 girls got through the test, as against 55 out of 90 before.

The schools attended by Hindu and Sikh girls are generally flourishing, the Mistresses being comparatively more competent and there being no *pardah* restrictions which retard the progress of the Urdu Schools meant for Muhammadan girls. Geography is neglected almost everywhere, and Practical Grammar and Easy Problems in Arithmetic need more care.

42. *Needlework and Domestic Economy.*—As a matter of course, needlework and domestic economy are taught systematically in the Middle School, where the services of a professional tailor have also been secured. The supply of material being irregular and the ordinary School Mistresses being hardly able to teach the subject, needlework is still below the average in Primary Schools, though increased attention has been paid to it. Net-embroidery is popular with Muhammadan girls and Phulkari work with the others, and all

seem to be fond of knitting ; but the supply of sewing machines to several schools has been detrimental to plain hand-sewing, and mending and cutting of clothes continue to be ignored by the teachers and the taught.

43. *General Remarks.*—Considering the increased number of schools and scholars, the improved examination results and the better attention paid to needlework, the progress for the year under review, though not very considerable, may be regarded as satisfactory. While the desire for educating girls is growing among Hindus and Sikhs, the prejudices of Muhammadans against female education are gradually disappearing, for which credit is due to certain village School Masters and enlightened Khans, who set a good example by sending their own girls to schools. The difficulty of securing qualified teachers,—only 2 out of 44 being certificated at present,—the male inspection of girls' schools in the absence of an Inspectress and want of encouragement in the shape of annual prize distributions, towards which public bodies and private persons might contribute, are the chief obstacles in the way of satisfactory progress of female education. Good discipline was maintained generally, and at inspections the scholars were neat and cheerful, but habits of unpunctuality and irregularity of attendance, due to the indifference of parents and to the frequent family calls upon an Indian girl, have not yet been shaken off. Physical training is by no means popular, and even the games played by girls at home, not to speak of Elementary Drill and Action Songs, still remain to be introduced in schools.

The schools are fairly well housed and equipped, though in some cases the numbers have out-grown the accommodation provided.

CHAPTER IX.—Education of Europeans.

Nil.

CHAPTER X.—Education of Muhammadans.

44. *Number and Comparison with other Creeds (Boys' Schools).*—The total number of Muhammadans attending public institutions has risen by 1,333 to 13,123 or an increase of 11·4 per cent., while Hindus show an increase of 584 and Sikhs that of 39 only, or 11·3 and 5·8 per cent. respectively. In private schools, however, there has been a general fall, that among the Muhammadans being the largest in number but smallest in percentage. The proportion of Muhammadans attending schools of all kinds to their children of school-going age is 12 per cent. against 11·5 last year, but it is 47·9 and 25·6 per cent., respectively, in the case of Hindus and Sikhs, the last-named community showing a decrease of 2·3 in percentage this year again. As elsewhere in India, there is evidently a growing feeling among Muhammadans in favour of education, though the progress made is still slow; and in view of the position they occupy in the Frontier Districts, it would be by no means undesirable if more facilities could be offered for their secondary and higher education than has been found possible in other parts of the country. It is gratifying to note that the educated members of the community are now quite willing to use their influence in overcoming foolish prejudices and are working hard to awaken the ignorant masses to the necessity of education.

45. *Number and Comparison with other Creeds (Girls' Schools).*—As before, there were no Muhammadan girls at the Secondary stage, but in Primary Schools their number rose by 53 to 335, which, considering the conservatism of the people, is a hopeful sign. In private schools there has been an all-round decrease, Muhammadans losing exactly what they gained in public schools, which, if correct, is regrettable.

Taking the percentage of scholars in attendance at all kinds of schools on the number of girls of school-going age, it appears that while Hindus have improved by 1·9, Muhammadans are at a stand-still and Sikhs show a decrease of ·3 per cent. The Muhammadans of this Province are remarkably keen on the *Pardah* system, and no appreciable improvement in Female Education can possibly be expected unless the appointment of a competent Inspectress is

arranged for by the Local Government and special scholarships are sanctioned to encourage School Mistresses to undergo a course of training in the Lahore Normal School for Women.

46. *Examination Results.*—The figures for High Education are incomplete, as they do not include those Frontier students who attend the Punjab and Aligarh High Schools and Colleges, and, therefore, admit of no generalisation, but in all other examinations, except the Vernacular Middle and 5th Zamindari Standard, the number of successful Muhammadans was larger during the year under report than in 1908-09, and an increase of 100 in the number of Upper Primary passed boys, as well as the fact that 4 girls passed the Upper Primary Examination against *nil* before, were the special features of the year.

47. *Special Encouragement.*—Several scholarships—3 College, 9 High and 13 Middle—continue to be reserved for Muhammadans, and there is no doubt that, but for these, many a promising Pathan youth would be unable to go beyond the Primary stage. Besides these public scholarships, 5 stipends to Bhittani boys in the Shirani Country and 6 more to Dauris in the Bannu District were paid from the Political Funds during the year. The number of Muhammadan scholarship-holders has increased owing to their successes in competitions for open scholarships, and fee concessions continue to help this comparatively poor community. It is also pleasing to note that several Islamia Anjumans and well-to-do and public-spirited gentlemen are doing the most laudable work of spreading education among their backward brethren by maintaining schools, offering prizes and, in certain instances, providing board, lodging and tuition fee to poor but promising lads. The Islamia High School, Peshawar with a roll of 376, the Anglo-Vernacular Aided Primary School at Dera Ismail Khan attended by 120 students, the Unaided Anglo-Vernacular Primary School, Abbottabad with an attendance of 115 and the Aided Indigenous Schools at Bannu and Kohat with 89 scholars each, are the institutions meant specially for Muhammadans and impart religious along with the secular education, though for paucity of funds, improvements in staff, accommodation and equipment are required almost everywhere. Besides these, there are 6 Board and 1 Aided School for girls, which are attended exclusively by Muhammadans, and in several village schools for boys in the Peshawar, Kohat and Bannu districts about 75 per cent. of the scholars belong to that community.

CHAPTER XI.—Education of Native Chiefs.

48. According to the returns furnished by District Inspectors of Schools, there were, at the close of the last year, 464 sons of gentlemen of rank residing in the Province, or 15 more than in the previous year, which may be ascribed more to the elasticity and indefiniteness of the term "Native gentleman of rank" than to any other real cause. In the Punjab, only the families of note mentioned in "Griffin's and Massey's Punjab Chiefs" are now treated in this chapter, and a similar restriction might with advantage be imposed here; for the great differences in the Peshawar and Bannu returns urgently call for a uniform interpretation.

Of these 464 boys, 439 attended public schools, 14 read the Quran by rote in mosques, 1 joined an Unaided Indigenous School and another was under private tuition, while 9 were receiving no education at all. It is a sign of the times that the higher ranks of society have begun to shake off sentimentalism and have learnt to prefer the education imparted in our Public Institutions to the mere smattering obtained at home under private tutors of the old school, who are mostly innocent of the up-to-date methods.

The following tables will compare the results in the case of sons of gentlemen of rank:—

Examination.	*Number of passes in*	
	1909-10.	1908-09.
Intermediate	...	1
Matriculation	9	4
Middle (Vernacular)	19	30
Upper Primary	59	37

CHAPTER XII.—Private Schools.

49. The total number of Private schools, which do not follow the Departmental curriculum, fell by 57 to 590, and of pupils attending them by 873 to 8,583, which may be attributed to the expansion of Public Primary Schools and the growing desire of the people for a sound and methodical school-education for their children, as also to the transfer of some of these institutions to the list of Aided Indigenous Schools. It must, however, be admitted that although the District Inspectors have begun to check to a certain degree the statistics collected by extra-departmental agents—the Patwaris—these returns cannot as yet be considered as quite reliable, and constant annual variations in figures support this view.

The only private schools which have an aptitude to come under the influence of the Department are the Vernacular Schools, of which there are 43 for boys and 13 for girls, and which teach 677 boys and 188 girls. The majority of the remaining schools (376 for boys and 62 for girls) are Quran-by-rote schools, whereas only 3 Mahajani schools exist now against 7 last year. The only type of school which shows an increase is the Advanced Institutions for Arabic and Persian, and this is quite natural on the Frontier, while, on the other hand, only one such school for Sanskrit has been returned and it teaches not more than 16 students.

CHAPTER XIII.—Education in Native States.

Nil.

CHAPTER XIV.—Discipline and Moral and Physical Training.

50. *Discipline.*—Good discipline was generally maintained in schools and the bearing and general demeanour of the pupils at inspections left little to be desired, although it must be admitted that in some cases the picture presented by a school of the lower grade on other occasions is entirely different, for teachers and pupils relapse into their ordinary ways as soon as the anxiety for an inspection is over. The inter-school rules were duly observed, and the relations of schools with each other were harmonious and satisfctory; but punctuality and regularity of attendance, systematic use of black-boards in class-teaching and strict observance of the time-table still seem to require special care. Though cases of negligence and cheating on the part of teachers are becoming rare year after year, a couple of them in the Bannu District have had to be called to account for erasing entries and falsifying registers, and it is hoped that the action taken by the Department and the Controlling authorities will have a deterring effect. The behaviour of the students, who took part in the various District Tournaments and in the Provincial Athletic Tournament held in April last is also reported to have been quite satisfactory. The presence of masters in the play-ground and their participation in the school games as well as the Teachers' Associations have helped a good deal in improving the discipline and tone of schools.

51. *Moral Training.*—Increased attention is being paid to moral training, and the sense of honour and decency seems to be growing. It can hardly be questioned that in denominational schools there are greater opportunities for moral training, if they are not used to foment racial and sectarian ill-feelings under the guise of religion; but the task becomes a difficult one for a teacher who finds but little co-operation from the guardians of his pupils and has to dispel the wrong notions with which the atmosphere of India is so much saturated in these days. The inspecting and teaching staffs have been made alive to the importance of rightly influencing the minds of scholars, and every possible effort is being made to do so. Surroundings have a great effect on character, and it is certain that a dignified school building is not without its influence on conduct, while ill-planned and insanitary buildings affect the morals as well as the health of the students. Thus the want of good buildings is at present one of the greatest obstacles to sound culture, both intellectual and moral, in this Province. Hymns and moral poems are generally memorised and recited by

students, and the teaching of moral truths is rendered possible by many of the lessons in the school readers, which have a bearing on morality, though it is clear that the value of such lessons entirely depends on the manner of teaching and the personality of teachers; and in this connection it is much to be regretted that the comparatively low pay and status of the profession deter the best men from entering it, with the result that the number of incompetent and discontented teachers is not quite insignificant. The Reading Room and the Students' Clubs are intended to encourage right thinking and right speaking, but the more effective influence exercised on the character of school boys is that produced by the corporate life of the boarding-house and the common interests and ambitions of the play-ground. Excursions to places of interest are occasionally undertaken in most Secondary Schools, and these and the School Tournaments cannot fail to enlarge the mental view of the students and lead them to habits of endurance and self-reliance besides affording them innocent enjoyment.

The Officer in charge of Education in the course of his tours was able to arrange for some two dozen lectures on the British Empire, &c., illustrated by Magic Lantern slides and delivered at different stations, and Khwaja Sajjad Husain, B.A., is of opinion that they are a most effective means of instructing and impressing the youthful minds and might with great advantage be multiplied in future years.

It would be interesting to note that the desire for religious instruction of some kind being imparted in public schools is becoming apparent among all the communities of the Province, and there are manifest signs of the question coming to the fore in the near future.

52. *Physical Training.*—Physical Training is a part of the curriculum of all recognised schools and continues to receive due attention, though Drill and Gymnastics are not practised in the National and Islamia High Schools, Peshawar, for want of space and are much below the average in the Bhiratri High School, Dera Ismail Khan, where no whole-time Instructor has yet been appointed to look after this important subject. Itinerant Instructors are employed in each district and are discharging their duties sufficiently well, but one such Instructor is not quite enough for the increased number of schools in the Hazara District. Most of the Primary School teachers being still unfamiliar with the revised courses of Physical Instruction, *Desi Kasrat*, and Marching have not received as much care as ordinary drill and native games. There is not yet all the zeal that might be in the Quarterly Competitions, and much remains to be done in the matter of play-grounds.

District Tournaments are held everywhere except in Kohat, and continue to popularise physical instruction in the Province. The Provincial Athletic Tournament is held by rotation in different districts, and one round having been completed in this Province, it was decided to hold it at Quetta (Baluchistan) this year. I am glad to report that through the liberality of the Municipality and the excellent arrangements made by the Managing Committee the competing teams were comfortably lodged and hospitably entertained there. In fact, it was an unprecedented affair, for which the thanks of the Department are due to the Political Agent, Lieutenant-Colonel A. McConaghey, who evinced a keen personal interest in the Tournament. But what made the Quetta Tournament memorable was that the visitors were honoured by being entertained at a sumptuous dinner given on behalf of the Hon'ble the Agent to the Governor-General, Baluchistan, whose kind hospitality excited a universal feeling of praise and gratitude, equal in intensity to that of regret at his unavoidable absence from the station. The final contests in Cricket and Football lay between the Church Mission High School, Bannu, and the Government Sandeman High School, Quetta, and both the matches were decided in favour of the latter. The Gymnastic trophy—a gold medal—was won by the Municipal Board High School, Peshawar, and the Bannu Cup for Sports went to the Bannu Board High School. A new trophy was proposed by the Managing Committee to be found and called after Sir Henry McMahon, but its form and purpose were left to the final decision of the

Hon'ble the Agent to the Governor-General. These tournaments, if properly conducted, create a true sportsman-like spirit and help a good deal in the formation of character.

CHAPTER XV.—Boarding-houses.

53. The Edwardes' Church Mission College at the head-quarters of the Province and, with the exception of the National High School, Peshawar, the Vernacular Middle Schools at Teri and Ghoriwala, and the Arya Kanaya Patshala, Dera Ismail Khan, all the Secondary Schools in the Province, as well as the Government Normal School, Peshawar, and the Primary School at Pezu have got Boarding-houses attached to them. The accommodation is quite cramped and unsuitable in many cases and, except at Kulachi, where the Boarding-house has been recently rebuilt, almost nothing has been done during the year under report to enlarge or improve such buildings. Consequently it was found desirable to secure rented houses for the hostels connected with the Nawanshahr Vernacular Middle and Municipal Board High School, Peshawar.

Altogether 563 inmates were living in Boarding-houses at the end of March last, and the total expenditure on keeping them amounted to Rs. 6,958, giving an average of Rs. 12-5-9 per boarder per annum, which, however, falls to Rs. 9-11-0 in the case of such institutions as are managed by Local Bodies and rises to an abnormal amount of Rs. 21-8-8 in that of the Aided ones, while the average in Government and Unaided Boarding-houses comes to Rs. 15-9-9 and Rs. 16-14-5 respectively. It appears that the expenditure on Aided Boarding-houses contains some items which cannot legitimately be included therein, and a thorough check will have to be exercised before a Boarding-house grant can be sanctioned next year.

The internal arrangements are, on the whole, fairly satisfactory, though nothing seems to have been done yet for in-door games and healthy light literature for boarders: supervision is generally good, and the behaviour of inmates has been favourably reported on.

The system of appointing Head Masters of Vernacular Schools as Superintendents of the Boarding-houses attached to them is not quite desirable, as it deprives these character-forming institutions of the advantages of double supervision by the Superintendent (a Senior Assistant Teacher) and by the Head Master, which is absolutely necessary in the interest of strict discipline and proper management of these institutions.

CHAPTER XVI.—Educational Conference.

54. No conference was held in this Province during the past year, but as the Punjab Code is followed here also, the Officer in charge of Education attended and took part in the deliberations of the General Educational Conference held at Lahore in April 1909 and subsequently introduced the reforms suited to this Province.

CHAPTER XVII.—Preparation and Distribution of Text Books.

55. As before, the Punjab Text Book Committee continues to work for this Province also and no local branch exists at present, though it would be a step in the right direction if a Branch Committee, composed of selected members of the Department and of some of the unofficials interested in education, were formed to suggest the special needs of the Province and to review and encourage local enterprise in literature. I cannot conclude, however, without putting on record the thanks of the Department to the Punjab Text Book Committee for their valuable help and for their courtesy in presenting a number of useful books to the libraries of our schools.

SUPPLEMENT.

REPORT ON THE SCHOOLS IN THE KURRAM AND TOCHI VALLEYS, THE SHIRANI COUNTRY AND THE KHYBER AGENCY.

I.—Kurram Valley.

1. *Number and Distribution of Schools and Scholars.*—The Anglo-Vernacular Middle School at Parachinar and 10 Primary Schools continue to be the only public institutions in the Agency, but the Middle School shows an increase of 11 and the Primary Schools that of 52 in attendance, which has risen to 501 in all. Eleven Private Schools with an attendance of 143 also exist now: thus the aggregate number of pupils under instruction has gone up from 532 to 644, of which 595 are the residents of the Valley and 409, or 62 more than before, are sons of agriculturists. As it is bound to be, most of these are Muhammadans, there being only 93 non-Brahman Hindus and 35 Sikhs, but the figures for the last-named community contain 10 girls also, which is a very satisfactory feature.

2. *Expenditure.*—The total direct expenditure on schools rose from Rs. 5,009 to Rs. 5,316, of which Rs. 4,777 were met from Imperial Revenues, Rs. 352 from Octroi Funds, and Rs. 187 from Fees levied only in the Anglo-Vernacular Middle School and in the Primary Schools at Alizai and Sadda. The Boarding-house at Parachinar costs Rs. 240; and Rs. 176 and Rs. 59 were spent on scholarships and Subordinate Inspection respectively. The rise in expenditure was due to the purchase of furniture and to a larger number of scholarships, of which 11 of Re. 1 each were current at the close of the last year, against 6 before. These petty scholarships besides creating a healthy spirit of emulation have proved useful in encouraging punctuality and regularity of attendance, and might still further be increased in number, if possible.

3. *General Remarks.*—Judged by the increased number of scholars and of Upper Primary candidates and passes, by the improved discipline in schools and by the careful attention paid to the Teachers' Association, the progress during the year has been satisfactory on the whole, and it is gratifying to note that the old prejudices against public schools are gradually vanishing, with the result that the people generally and the big Maliks specially have begun to appreciate the advantages of modern education.

The schools have been fairly well equipped, but the question of enlarging accommodation and strengthening the staff has so far, probably for want of funds, assumed no practical shape, and physical training has not been, and cannot be, duly attended to in the absence of a professional itinerant Instructor.

M. Abdul Latif and his successor M. Ghulam Hassan, District Inspectors of Schools, Kohat, paid regular visits to the schools in the Valley and did their best to improve the quality of work, while the thanks of the Department are due to the Political Agent, Mr. W. S. Davis, who evinced a keen interest in education and impressed upon the Naib Hakim and the Tahsil authorities the importance of regular inspection of schools in the course of their tours.

II.—Tochi Valley.

Owing to disturbances on the border, conversion to Islam of two Hindu students of the Hassu Khel School and kidnapping by outlaws of the Tappi School Teacher, the Valley has deteriorated educationally, and though the number of Primary Schools continued to be 6, the attendance fell from 185 to 119, while only 8 Private Schools with 170 students existed at the end of the last year. Thus, against an aggregate of 441 in 1908-09, there were only 289 pupils under instruction in the Valley, of whom 184 were Muhammadans and the rest Hindus.

The direct expenditure on these schools rose by Rs. 5 only to Rs. 1,994 (Rs. 1,972 from Imperial Revenues and Rs. 22 from Political Funds), but the gross expenditure increased by Rs. 114 to Rs. 2,292.

These schools are inspected as usual by the Personal Assistant to the Inspector-General of Education, and his remarks on the instructional progress, calibre of teachers and discipline were anything but satisfactory. Six candidates appeared for the Upper Primary Examination, but none could get through the test. Buildings and furniture were adequate, but physical training continued to be ignored as before. Unless the staff is improved and its permanency ensured, the Government money expended on education in the Valley cannot be considered to have been spent with the best advantage.

III.—Shirani Country.

The only Primary School at Darazinda had 15 students on its rolls, all being Muhammadan agriculturists and reading, as before, in the Lower Primary Classes. They appeared to be clean, well-behaved and fond of education, but the teacher complained of their irregular attendance, due to the lack of interest on the part of their parents, who always worry the Personal Assistant for stipends to their children by way of encouragement, as is done in the Kurram Valley. The expenditure on the school fell by Rs. 43 to Rs. 213.

IV.—Khyber Agency.

This year again 5 Primary Schools have been reported with an attendance of 79 against 61 last year. Of these, 75 are Muhammadans, 3 Sikhs, and only 1 a non-Brahman Hindu, while 60 are sons of agriculturists. The expenditure has also risen by Rs. 20 to Rs. 1,309. These schools have not yet been thrown open to the visits of Departmental Officers and nothing can therefore be said of the progress made by them.

IMAD-UD-DIN,

Officer in charge of the duties of the
Inspector-General of Education,
North-West Frontier Province and Baluchistan.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars in the North-West Frontier Province at the end of the official year 1909-10.

[For details, see General Table III.]

Area and Population.				Public Institutions.							Private Institutions.			
				Collegiate Education.		*School Education, General.*		*School Education, Special.*						
Total area in square miles.	Number of Towns and Villages.	Population.	Institutions and Scholars.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16,466	Towns ... 20 Villages ... 3,348 Total ... 3,368	Males ... 1,159,306 Females ... 966,174 Total ... 2,125,480	Institutions — For Males ...	1	...	29	267	1	...	298	93	422	813	Institutions to number of towns and villages. 24·14
			Institutions — For Females	...	...	1	25	...	...	26	...	75	101	3·0
			Institutions — Total ...	1	...	30	292	1	...	324	93	497	914	27·14
			Scholars — Males ...	19	...	7,447	12,069	54	...	19,589	1,346	5,900	26,835	Male scholars to male population of school-going age. 15·43
			Scholars — Females ...	...	...	297	1,576	...	...	1,873	...	1,337	3,210	Female scholars to female population of school-going age. 2·21
			Scholars — Total ...	19	...	7,744	13,645	54	...	21,462	1,346	7,237	30,045	9·42

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-West Frontier Province for the official year 1909-10.

(For details, see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.	Remarks.
	Collegiate Education.		*School Education, General.*		*School Education, Special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For Males	7,081	...	1,24,177	60,501	11,567	...	2,03,326	...	...	29,186	9,812	40,642	6,970	9,348	95,958	3,12,042	
„ Females	...	...	1,697	11,061	...	...	12,758										
Total ...	7,081	...	1,25,874	71,562	11,567	...	2,16,084	...	...	29,186	9,812	40,642	6,970	9,348	95,958	3,12,042	
2. (*a*) Percentages of Imperial Expenditure included in columns 2—17 to Total Imperial Expenditure on Public Instruction.	2·06	...	20·28	3·17	19·88	...	45·39	...	...	45·03	4·43	2·94	·28	1·93	54·61	100	
(*b*) Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	...	...	18·91	55·25	...	...	74·16	...	...	3·29	6·12	12·17	1·11	3·15	25·84	100	
(*c*) Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	...	...	70·05	13·22	...	...	83·27	...	...	...	2·47	6·87	1·10	6·29	16·73	100	
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	2·27	...	40·34	22·93	3·71	...	69·25	...	...	9·35	3·14	13·03	2·23	3·0	30·75	100	

3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions.	Cost to Imperial Revenues	...	...	...	15 4 11	214 3 3	...	96 10 9
	Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
	Total Cost ...	...	...	...	19 10 3	214 3 3	...	99 3 9
Local Fund Schools	Cost to Imperial Revenues ...	...	...	...	...	...	...	...
	Cost to Local Funds ...	...	...	6 11 5	5 4 0	...	...	5 9 1
	Total Cost ...	...	...	8 11 9	5 5 11	...	...	6 1 8
Municipal Schools ...	Cost to Imperial Revenues...	...	...	...	0 3 1	...	...	0 0 10
	Cost to Municipal Funds ...	...	...	15 0 3	6 13 10	...	...	12 13 8
	Total Cost ...	...	...	22 1 0	7 4 6	...	...	18 2 2
Aided Institutions ...	Cost to Imperial Revenues ...	63 2 6	...	5 15 1	0 2 11	...	...	2 14 7
	Cost to Local and Municipal Funds.	...	...	0 15 6	1 9 2	...	...	1 4 11
	Total Cost ...	372 10 11	...	22 2 1	4 10 5	...	...	13 10 6
Unaided Institutions ...	Total Cost ...	...	...	14 0 2	4 15 0	...	...	9 6 4
All Institutions ...	Cost to Imperial Revenues	63 2 6	...	1 9 4	0 2 3	214 3 3	...	1 4 4
	Cost to Local and Municipal Funds.	...	...	7 4 9	4 5 3	...	...	5 6 4
	Total Cost ...	372 10 11	...	16 14 2	5 6 7	214 3 3	...	10 6 7

EDUCATION—GENE

Return of Colleges, Schools, and Scholars in the

CLASS OF INSTITUTIONS.	PUBLIC INSTITU											
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Managed by Government				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
ARTS COLLEGES.												
Collegiate Education. English	...	...	...	...	...	...	...	...	1	19	19	17
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	1	19	19	17
SECONDARY SCHOOLS.												
School Education, General. For Boys — High Schools ...	...	...	...	...	5	1,831	1,762	1,543	5	1,786	1,689	1,395
For Boys — Middle Schools — English ...	...	...	...	...	4	1,181	1,101	982	...	...	...	...
For Boys — Middle Schools — Vernacular	...	...	...	...	13	2,011	1,962	1,663	...	...	...	...
For Girls — High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	1	297	296	223
Total ...	...	...	...	...	22	5,023	4,825	4,138	6	2,083	1,985	1,618
PRIMARY SCHOOLS.												
For Boys	1	78	78	61	220	9,544	9,193	7,845	43	2,090	2,064	1,776
For Girls	...	...	...	...	10	685	659	517	11	601	563	444
Total ...	1	78	78	61	230	10,229	9,852	8,362	54	2,691	2,627	2,220
SCHOOLS FOR SPECIAL INSTRUCTION.												
School Education, Special. Training Schools for Masters ...	1	54	54	51	...	...	...	...	...	...	...	...
" " for Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	54	54	51	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...	2	132	132	112	252	15,252	14,677	12,500	61	4,793	4,631	3,855

PRIVATE INSTITUTIONS ... ...

1. *Advanced Teaching—*
   - *(a)* Arabic or Persian ... ...
   - *(b)* Sanskrit ... ...
   - *(c)* Any other Oriental Classic ... ...
2. *Elementary teaching—A Vernacular only or mainly* ... ...
3. *Elementary teaching—The Quran, Shastras or other religious books by rote*
4. *Other Schools not conforming to Departmental Standards* ... ...

RAL TABLE III.

North-West Frontier Province for the official year 1909-10.

TIONS. MANAGEMENT. *Unaided.* Number of Institutions.	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING: English.	A Classical language.	A Vernacular language.	CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED: Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	Non-Brahmans.*	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	REMARKS.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	1	19	19	19	...	...	...	1	5	13	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	19	19	19	...	...	...	1	5	13	...	...	...	...	...	
2	638	644	622	12	4,255	2,659	2,586	3,985	...	29	183	2,003	2,040	...	...	...	...	...	
...	...	...	...	4	1,181	587	574	1,168	...	...	51	324	806	...	...	...	...	...	
...	...	...	...	13	2,011	...	784	2,011	...	...	48	456	1,507	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	297	...	24	297	...	...	17	280	...	...	...	...	...	...	
2	638	644	622	30	7,744	3,246	3,968	7,461	...	29	299	3,063	4,353	...	...	...	...	...	
3	357	370	300	267	12,069	181	2,476	12,104	...	5	208	3,139	8,717	...	...	...	...	...	
4	290	296	244	25	1,576	...	61	1,670	...	1	85	1,155	335	...	...	...	...	...	
7	647	666	544	292	13,645	181	2,537	13,774	...	6	293	4,294	9,052	...	...	...	...	...	
...	...	...	...	1	54	...	54	54	...	...	3	11	40	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	54	...	54	54	...	...	3	11	40	...	...	...	...	...	
9	1,285	1,310	1,166	324	21,462	3,446	6,578	21,289	...	35	596	7,373	13,458	...	...	...	...	...	
...	...	...		92	1,330	...	1,330	...	...	...	...	...	1,330	...	...	...	11	...	
...	...	...		1	16	...	32	...	...	...	15	1	...	...	...	...	...	...	
...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	For Boys ...		46	832	...	...	874	...	...	11	691	130	...	...	...	55	...	
		„ Girls ...		13	188	...	...	188	...	...	1	187	...	...	...	...	...	...	
...	...	For Boys ...		376	5,068	...	5,065	11	...	...	...	...	5,068	...	...	...	351	...	
		„ Girls ...		62	1,149	...	1,172	16	...	...	...	...	1,149	...	...	...	...	174	
...	...	For Boys ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		„ Girls ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Total		...	590	8,583	...	7,599	1,089	...	...	27	879	7,677	...	...	...	417	174	
	GRAND TOTAL		...	914	30,045	3,446	14,177	22,378	...	35	623	8,252	21,135	...	...	...	417	174	

* Includes Sikhs also.

EDUCATION—GENERAL TABLE III (A).

Number of Scholars on the 31st March in the North-West Frontier Province classified according to Sex, Race, or Creed for the official year 1909-10.

			Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
					Brahmans.	Non-Brahmans.*					
Collegiate Education—											
Arts Colleges—											
English ...	Male	...	...	...	1	5	13	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
Oriental ...	Male	...	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
Colleges for Professional Training—											
Law ...	Male	...	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
Medicine ...	Male	...	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
Engineering ...	Male	...	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
Teaching ...	Male	...	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
Agriculture ...	Male	...	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
	Total	...	...	...	1	5	13	...	...	...	
School Education—General—											
Secondary Schools—											
For Boys—											
High Schools ...	Male	...	...	29	183	2,003	2,040	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
Middle Schools—											
English ...	Male	...	...	...	51	324	806	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
Vernacular ...	Male	...	...	...	48	456	1,507	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
For Girls—											
High Schools ...	Male	...	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
Middle Schools—											
English ...	Male	...	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
Vernacular ...	Male	...	...	...	...	...	...	...	...	...	
	Female	...	...	...	17	280	...	...	...	...	
	Total	...	...	29	299	3,063	4,353	...	...	...	
Primary Schools—											
For Boys ...	Male	...	...	5	208	3,129	8,709	...	...	...	
	Female	...	...	...	...	10	8	...	...	...	
For Girls ...	Male	...	...	...	...	15	...	...	...	...	
	Female	...	...	1	85	1,140	335	...	...	...	
	Total	...	...	6	293	4,294	9,052	...	...	...	
School Education—Special—											
Schools for Special Instruction—											
Training Schools ...	Male	...	...	...	3	11	40	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	
Schools of Art ...	Male	...	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	...	

* Includes Sikhs also.

EDUCATION—GENERAL TABLE III (A)—CONCLUDED.

Number of Scholars on the 31st March, in the North-West Frontier Province classified according to Sex, Race, or Creed for the official year 1909-10—concluded.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.*					
SCHOOL EDUCATION—SPECIAL—*concluded*—										
Schools for Special Instruction—concluded—										
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	
Medical Schools ...	Male ...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	
Engineering and Surveying Schools.	Male ...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	
Industrial Schools ...	Male ...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	
Other Schools ...	Male ...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	
	Total ...	...	...	3	11	40	...	...	...	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		...	35	596	7,373	13,458	...	...	...	
PRIVATE INSTITUTIONS—										
1. *Advanced Teaching*—										
(*a*) Arabic or Persian	Male ...	...	...	...	...	1,319	...	...	...	
	Female ...	...	...	...	...	11	...	...	...	
(*b*) Sanskrit ...	Male ...	...	...	15	1	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	
(*c*) Any other Oriental Classic.	Male ...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	
2. *Elementary Teaching—A Vernacular only or mainly*—										
For Boys ...	Male ...	...	...	11	636	130	...	...	...	
	Female ...	...	...	...	55	...	...	...	...	
For Girls ...	Male ...	...	...	...	...	...	...	...	...	
	Female ...	...	...	1	187	...	...	...	...	
3. *Elementary Teaching—The Quran only*—										
For Boys ...	Male ...	...	...	...	...	4,717	...	...	...	
	Female ...	...	...	...	...	351	...	...	...	
For Girls ...	Male ...	...	...	...	...	174	...	...	...	
	Female ...	...	...	...	...	975	...	...	...	
4. *Other Schools not conforming to Departmental Standards.*										
For Boys ...	Male ...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	
For Girls ...	Male ...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	
TOTAL OF PRIVATE INSTITUTIONS ...		...	...	27	879	7,677	...	...	...	
GRAND TOTAL ...		...	35	623	8,252	21,135	...	...	...	

* Includes Sikhs also.

EDUCATION—GENE

Return of Expenditure on Public Instruction in the

OBJECTS OF EXPENDITURE.	PUBLIC													
	UNDER PUBLIC MANAGEMENT.													
	Managed by Government.							*Managed by District or Municipal Boards.*						
	Imperial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Imperial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.														
Collegiate Education. — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
Collegiate Education. — Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SECONDARY SCHOOLS.														
School Education, General. — For Boys — High Schools	...	...	...	...	...	...	...	...	...	30,959	14,486	...	...	45,445
School Education, General. — For Boys — Middle Schools — English	...	...	...	...	...	...	...	...	6,041	2,351	4,549	...	...	12,941
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	11,150	1,958	1,430	...	...	14,538
School Education, General. — For Girls — High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	17,191	35,268	20,465	...	...	72,924
PRIMARY SCHOOLS.														
School Education, General. — For Boys	1,194	...	...	338	...	...	1,532	...	47,178	1,441	1,297	...	...	49,916
School Education, General. — For Girls	...	...	...	...	...	...	...	162	146	4,293	...	...	...	4,601
Total	1,194	...	...	338	...	...	1,532	162	47,324	5,734	1,297	...	...	54,517
SCHOOLS FOR SPECIAL INSTRUCTION.														
School Education, Special. — Training Schools for Masters	11,567	...	...	...	...	...	11,567	...	...	...	...	...	...	...
School Education, Special. — „ „ for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	11,567	...	...	...	...	...	11,567	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	11,069	3,645	...	...	...	14,714
Furniture and Apparatus (Special Grants only)	...	...	...	...	...	...	...	...	1,009	585	...	...	...	1,594
Total	...	...	...	...	...	...	...	...	12,078	4,230	...	...	...	16,308
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	12,761	...	...	338	...	...	13,099	162	76,593	45,232	21,762	...	...	1,43,749

* Includes Rs. 50 paid from Municipal Funds, Abbottabad, to Anjuman-i-Islamia

(a) From Political Funds to Dauri boys.

RAL TABLE IV.

North-West Frontier Province for the official year 1909-10.

INSTITUTIONS.											TOTAL EXPENDITURE FROM							
UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.			
Aided by Government or by District or Municipal Boards.							*Unaided.*										GRAND TOTAL.	REMARKS.
Imperial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Imperial Funds.	District Funds.	Municipal Funds.	Fees.	Private.	Public.		
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,200	...	...	1,076	...	4,805	7,081	...	...	...	...	1,200	...	...	1,076	4,805	...	7,081	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1,200	...	...	1,076	...	4,805	7,081	...	...	...	...	1,200	...	...	1,076	4,805	...	7,081	
11,797	...	1,512	12,065	1,362	15,495	42,231	6,723	2,299	...	9,022	11,797	...	32,471	33,274	19,156	...	96,698	
...	...	...	...	...	...	...	...	...	...	...	...	6,041	2,351	4,549	...	...	12,941	
...	...	...	...	...	...	...	...	...	...	...	...	11,150	1,958	1,430	...	...	14,538	
...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	414	...	1,283	...	1,697	...	...	...	...	...	...	414	...	1,283	...	1,697	
11,797	...	1,926	12,065	2,645	15,495	43,928	6,723	2,299	...	9,022	11,797	17,191	37,194	39,253	20,439	...	1,25,874	
307	2,560	690	1,239	528	1,801	7,125	1,024	...	(b)* 904	1,928	1,501	49,738	2,181	3,898	3,183	...	60,501	
178	342	543	...	4,037	...	5,100	...	629	731	1,360	340	488	4,836	...	5,397	...	11,061	
485	2,902	1,233	1,239	4,565	1,801	12,225	1,024	629	1,635	3,288	1,841	50,226	7,017	3,898	8,580	...	71,562	
...	...	...	...	...	...	...	...	...	...	...	11,567	...	...	...	...	...	11,567	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	11,567	...	...	...	...	...	11,567	
1,713	...	...	...	3,187	20,711	25,611	...	...	317	317	1,713	11,069	3,645	...	24,215	...	40,642	
161	...	...	...	95	5,050	5,306	...	...	70	70	161	1,009	585	...	5,215	...	6,970	
1,874	...	...	...	3,282	25,761	30,917	...	...	387	387	1,874	12,078	4,230	...	29,430	...	47,612	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	26,197	2,989	...	...	...	...	29,186	
...	...	...	...	...	...	...	...	...	...	...	...	219	...	...	72	...	291	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	1,892	4,550	653	...	167	(a) 125	7,387	
...	...	...	...	...	...	...	...	...	...	...	686	...	8	...	...	...	694	
...	...	...	...	...	...	...	...	...	...	...	...	792	529	...	...	...	1,321	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	..	119	...	...	...	119	
...	...	...	...	...	...	...	...	...	...	...	1,122	1,909	1,911	668	1,348	...	6,958	
...	...	...	...	...	...	...	...	...	...	...	...	959	1,431	...	...	...	2,390	
...	...	...	...	..	...	...	...	...	...	...	29,897	11,418	4,651	668	1,587	125	48,346	
15,356	2,902	3,159	14,380	10,492	47,862	94,151	7,747	2,928	2,022	12,697	58,176	90,913	53,092	44,895	64,841	125	3,12,042	

for the maintenance of their School.

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of Schools.	Number of pupils on the Rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.										
For Boys. Government	English		...	...	...	...	...	...	...	...
	Vernacular		...	...	...	...	...	...	...	...
Local Fund	English		3	902	...	...	...	185	...	185
	Vernacular		11	1,692	...	...	...	345	...	345
Municipal	English		6	2,110	203	...	203	559	...	559
	Vernacular		2	319	...	...	...	53	...	53
Aided	English		5	1,786	201	...	201	453	...	453
	Vernacular		...	...	...	...	...	...	...	...
Unaided	English		2	638	87	...	87	181	...	181
	Vernacular		...	...	...	...	...	...	...	...
	Total		29	7,447	491	...	491	1,776	...	1,776
For Girls. Government	English		...	...	...	...	...	...	...	...
	Vernacular		...	...	...	...	...	...	...	...
Local Fund	English		...	...	...	...	...	...	...	...
	Vernacular		...	...	...	...	...	...	...	...
Municipal	English		...	...	...	...	...	...	...	...
	Vernacular		...	...	...	...	...	...	...	...
Aided	English		...	...	...	...	...	...	...	...
	Vernacular		1	297	...	...	...	...	24	24
Unaided	English		...	...	...	...	...	...	...	...
	Vernacular		...	...	...	...	...	...	...	...
	Total		1	297	...	...	...	...	24	24
Total Secondary Schools			30	7,744	491	...	491	1,776	24	1,800
Primary Schools.										
For Boys. Government			1	78	...	...	...	...	...	...
Local Fund			216	9,322	...	...	...	...	...	...
Municipal			4	222	...	...	...	...	...	...
Aided			43	2,090	...	...	...	...	...	...
Unaided			3	357	...	...	...	...	...	...
	Total		267	12,069	...	...	...	...	...	...
For Girls. Government			...	...	...	...	...	...	...	...
Local Fund			2	57	...	...	...	...	...	...
Municipal			8	628	...	...	...	...	...	...
Aided			11	601	...	...	...	...	...	...
Unaided			4	290	...	...	...	...	...	...
	Total		25	1,576	...	...	...	...	...	...
Total Primary Schools			292	13,645	...	...	...	...	...	...
GRAND TOTAL			322	21,389	491	...	491	1,776	24	1,800

RAL TABLE V.

in the North-West Frontier Province at the end of the official year 1909-10.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
269	...	269	448	...	448	...	...	...	902	...	902
377	...	377	970	...	970	...	...	...	1,692	...	1,692
540	...	540	808	...	808	...	...	...	2,110	...	2,110
48	...	48	218	...	218	...	...	...	319	...	319
438	...	438	694	...	694	...	...	...	1,786	...	1,786
...	...	...	...	...	...	...	...	...	...	...	...
130	...	130	240	...	240	...	...	...	638	...	638
...	...	...	...	...	...	...	...	...	...	...	...
1,802	...	1,802	3,378	...	3,378	...	...	...	7,447	...	7,447
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	25	25	...	248	248	...	...	...	...	297	297
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	25	25	...	248	248	...	...	...	...	297	297
1,802	25	1,827	3,378	248	3,626	...	...	...	7,447	297	7,744
28	...	28	50	...	50	...	...	...	78	...	78
2,369	...	2,369	6,953	...	6,953	...	...	...	9,322	...	9,322
...	...	...	222	...	222	...	...	...	222	...	222
451	...	451	1,621	18	1,639	...	...	...	2,072	18	2,090
98	...	98	259	...	259	...	...	...	357	...	357
2,946	...	2,946	9,105	18	9,123	...	...	...	12,051	18	12,069
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	57	57	...	...	...	...	57	57
...	96	90	...	538	538	...	...	...	...	628	628
...	41	41	15	398	413	...	147	147	15	586	601
...	26	26	...	264	264	...	...	...	...	290	290
...	157	157	15	1,257	1,272	...	147	147	15	1,561	1,576
2,946	157	3,103	9,120	1,275	10,395	...	147	147	12,066	1,579	13,645
4,748	182	4,930	12,498	1,523	14,021	...	147	147	19,513	1,876	21,389

EDUCATION—GENE

Return showing the Results of Prescribed Examinations in the

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	...	...	...	...	...	...	...	2	2
3. B. Sc.	...	...	...	...	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	...	...	...
4. „ B. Sc.	...	...	...	...	...	...	...	...	...
4. „ Arts	...	1	...	1	...	10	...	2	12
4. Previous Examination	...	...	...	...	...	...	...	...	...
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	1	1
3. „ „ Arabic	...	...	...	...	...	...	...	...	...
3. „ „ Persian	...	...	...	...	...	...	...	2	2
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	7	7
4. „ „ „ Arabic	...	...	...	...	...	...	...	...	...
4. „ „ „ Persian	...	...	...	...	...	...	...	1	1
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	7	7
5. „ „ Arabic	...	...	...	...	...	...	...	...	...
5. „ „ Persian	...	...	...	...	...	...	...	...	...
5. „ „ Urdu	...	...	...	...	...	...	...	...	...
5. „ „ Pashtu	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	...	...	...	...	...	...	...	...	...
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. „ L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching.									
Licentiate in Teaching	...	...	...	...	...	...	...	...	...
Schools for General Education.									
Matriculation ... ... Boys ...	5	5	2	12	78	92	43	12	225
Matriculation ... ... Girls ...	...	...	...	...	...	...	...	...	...
Middle School Examination, English Boys (a) ...	...	...	...	...	...	...	...	...	...
Middle School Examination, English Girls ...	...	...	...	...	...	...	...	...	...
„ Standard Examinaton for girls	...	1	...	1	...	7	...	...	7
„ School „ Vernacular Boys ...	10	...	...	10	80	...	...	1	81
„ School „ Vernacular Girls ...	...	...	...	...	...	...	...	...	...
Upper Primary Examination ... Boys ...	175	8	5	188	1,214	224	84	2	1,524
Upper Primary Examination ... Girls ...	5	2	1	8	21	13	6	...	40
Lower Primary Examination ... Boys (a) ...	...	...	...	...	...	...	...	...	...
Lower Primary Examination ... Girls ...	10	2	3	15	72	38	17	...	127
Public Service Certificate Examination English ...	...	...	...	...	...	...	...	...	...
Public Service Certificate Examination Vernacular ...	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters Upper ...	...	...	...	...	...	...	...	...	...
1. Training School Examination for Masters Lower ...	1	...	...	1	27	...	...	...	27
2. Training School Examination for Mistresses Upper ...	...	...	...	...	...	...	...	...	...
2. Training School Examination for Mistresses Lower ...	...	...	...	...	...	...	...	...	...
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying ...	...	...	...	...	...	...	...	...	...
6. Industrial School Examination	...	...	...	...	...	...	...	...	...
7. Veterinary Examination	...	...	...	...	...	...	...	...	...

(a) Abolished.

RAL TABLE VI.

North-West Frontier Province during the official year 1909-10.

Number passed.					Race or Creed of passed Scholars.							
Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans*	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	...	...	2	...	...	...	1	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1	1	...	...	1	...	...	...	...	...
...	...	...	1	1	...	...	...	...	1	...	...	...
...	...	...	1	1	...	...	1	...	...	...	...	...
...	...	...	1	1	...	...	...	...	1	...	...	...
...	...	...	5	5	...	...	5	...	...	...	...	...
...	...	...	...	...	...	...	...

Return showing the Distribution of Local Fund and Municipal Expenditure

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by District Boards.											In Institutions managed by			
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Imperial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total District Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.															
Collegiate Education. — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.															
Collegiate Education. — Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.															
School Education, General. — For Boys. High Schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Boys. Middle Schools English	3	902	861	724	...	6,041	580	3,260	...	...	9,881	...	...	...	6,041
School Education, General. — For Boys. Middle Schools Vernacular	11	1,692	1,654	1,423	...	10,850	...	1,234	...	...	12,084	...	300	...	11,150
School Education, General. — For Girls. High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Girls. Middle Schools English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Girls. Middle Schools Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	14	2,594	2,515	2,147	...	16,891	580	4,494	...	...	21,965	...	300	...	17,191
Primary Schools.															
School Education, General. — For Boys	216	9,322	8,960	7,654	...	47,178	...	1,114	...	...	48,292	...	...	2,560	49,738
School Education, General. — For Girls	2	57	57	45	...	146	...	...	...	...	146	...	...	342	488
Total	218	9,379	9,017	7,699	...	47,324	...	1,114	...	...	48,438	...	...	2,902	50,226
Schools for Special Instruction.															
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — „ „ „ Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Schools for Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Technical & Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	11,069	...	...	...	...	11,069	...	...	...	11,069
Furniture and apparatus (Special grants only)	...	...	...	...	...	1,009	...	...	...	...	1,009	...	...	...	1,009
Total	...	...	...	...	...	12,078	...	...	...	...	12,078	...	...	...	12,078
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,989
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	219
Scholarships held in — Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8.
Scholarships held in — Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,550
Scholarships held in — Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	792
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,909
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	959
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,418
Grand Total	232	11,973	11,532	9,846	...	76,293	580	5,608	...	...	82,481	...	300	2,902	90,913

RAL TABLE VII.

on Public Instruction in the North-West Frontier Province for the official year 1909-10.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY					
Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Imperial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Intruction.	REMARKS.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5	1,831	1,762	1,543	...	30,959	...	14,486	...	...	45,445	...	...	1,512	32,471	32,471	
1	279	240	208	...	1,771	...	1,289	...	...	3,060	...	580	...	2,351	8,392	
2	319	308	240	...	1,958	300	196	...	...	2,454	...	...	...	1,958	13,108	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	414	414	414	
8	2,429	2,310	1,991	...	34,688	300	15,971	...	...	50,959	...	580	1,926	37,194	54,385	
4	222	233	191	...	1,441	...	183	...	...	1,624	...	...	740	2,181	51,919	
8	628	602	472	162	4,293	...	...	...	...	4,455	...	...	543	4,836	5,324	
12	850	835	663	162	5,734	...	183	...	...	6,079	...	...	1,283	7,017	57,243	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	3,645	...	...	...	...	3,645	...	...	...	3,645	14,714	
...	...	...	...	...	585	...	...	...	...	585	...	...	...	585	1,594	
...	...	...	...	...	4,230	...	...	...	...	4,230	...	...	...	4,230	16,308	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,989	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	219	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	653	5,203	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	8	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	529	1,321	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	119	119	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,911	3,820	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,431	2,390	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,651	16,069	
20	3,279	3,145	2,654	162	44,652	300	16,154	...	...	61,268	...	580	3,209	53,092	1,44,005	

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in the North-West Frontier Province for the official year 1909-10.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of				Expenditure from.					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Imperial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government.	1	54	...	...	...	54	843	...	...	...	843	
2. Managed by Local or Municipal Boards.	21	377	...	307	70	...	...	3,488	...	164	3,652	
3. Aided by Government or by Local or Municipal Boards.	2	50	...	47	3	...	279	332	239	227	1,077	
4. Unaided ...	5	82	4	76	2	...	...	...	1,109	277	1,386	
Total ...	29	563	4	430	75	54	1,122	3,820	1,348	668	6,958	

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EDUCATION REPORT FOR 1910-11.

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WEST FRONTIER PROVINCE

FOR

1910-11.

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PESHAWAR:

NORTH-WEST FRONTIER PROVINCE GOVERNMENT PRESS.

1911.

Annual Report on Public Instruction in the North-West Frontier Province for 1910-11.

Review by the Chief Commissioner.

The Chief Commissioner does not deem it necessary to review at length the Report on Public Instruction for the year 1910-11. The past history of education in this Province is not a matter for congratulation. The supervision has been inadequate, and in the matter of the highest educational appointment the educational needs of the Province have been subordinated to the claims of archæology. Funds have been grudgingly supplied, and teachers have been employed at salaries which in many cases compared unfavourably with the rates of wages of unskilled labour. It is therefore not surprising that educational progress has been slow, and that little has been done to arouse the people from their apathy in this respect.

There is, however, every reason to hope that future reports will show an improved state of affairs. Additional funds have been given, and more, it is hoped, will be granted, by the Government of India in the Education Department. The effect of the appointment of a capable head of Provincial Education has already been felt in the simplification of a too ambitious curriculum and in his proposals, which have been given effect to, to reorganise the teaching service and secure them suitable rates of pay, in return for which real efficiency will be demanded from them and a supervision exercised, which will not, as in the past, confine itself to a routine inspection of registers and returns.

Another hopeful sign of educational progress is the interest which the Mussalmans of the Province, from Nawabs and Khans down to people of the lowest degree, continue to maintain in the proposed Islamia College, and to prove by the subscription fund which, already large, continues to increase. By their activity on behalf of the College the Mussalmans show that they have realised that they cannot under modern conditions neglect education, and with the awakening among the Muhammadans, who form 93 per cent. of the total population of the Province, there is every reason to hope that the next few years will show very considerable and real educational progress.

Peshawar :
The 22nd September 1911.

F. W. JOHNSTON,
Secretary to the Chief Commissioner,
North-West Frontier Province.

N.-W. F. P. Govt. Press, Peshawar.—296 S. to C. C.—23-9-11—256.

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WEST FRONTIER PROVINCE

FOR

1910-11.

I.—General.

1. *Change in form of report.*—In accordance with the orders recently issued by the Government of India, this report consists of a single short summary of educational progress in the Province during the past financial year, to which are appended the requisite statistical tables. This summary is divided into four parts—(1) General; (2) Institutions classified according to management; (3) Institutions classified according to the standard of education they impart; (4) Miscellaneous.

I have also noted incidentally under various heads the reforms which appear to be indicated, especially mentioning those which have been approved by Government and initiated at the time of writing.

2. *Summary of Educational institutions and scholars in the Province.*—The subjoined table compares the numbers of institutions in existence and scholars under instruction during 1910-11 with the numbers of the preceding year :—

Class of institutions.	Number.	Increase or decrease.	Scholars.	Increase or decrease.
	Males.			
Arts College	1	...	22	+ 3
High Schools	12	...	4,486	+ 231
Middle „	17	...	3,324	+ 132
Primary „	264	— 3	13,034	+ 965
Training „	1	...	53	— 1
(Private „	570	+ 55	7,417	+ 171)
	Females.			
Middle Schools	1	...	318	+ 21
Primary „	27	+ 2	1,775	+ 199
(Private „	83	+ 8	1,462	+ 125)

It will be seen that the number of public institutions decreased from 324 to 323, but the number of scholars rose from 21,462 to 23,012, the total gain of 1,550 being shared by all classes of schools.

No great reliance can be placed on the figures for private institutions, since many of them are of a temporary nature and maintain no proper attendance registers. According to the figures returned, the total number of educational institutions in this Province stood at 976 at the close of the year, with an attendance of 31,891 scholars, representing 9·7 per cent. of the children of school-going age in the Province as compared with a percentage of 9·06 last year.

The percentage of scholars in all schools to children of school-going age district by district is as follows :—

Districts.	1909-10.	1910-11.
Hazara	6·7	7·8
Peshawar	7·3	7·5
Kohat	7·5	7·9
Bannu	16·7	15·9
Dera Ismail Khan	15·2	16·6

The table below shows the distribution of these scholars by creeds :—

Race or religion.	Number in school.	Increase.
Muhammadans	22,476	1,341
Non-Brahman Hindus	7,637	416
Brahmans	696	73
Sikhs	1,046	15
Native Christians	35	...
Others	1	1
Total ...	31,891	1,846

The most noticeable fact revealed by this table is that while Muhammadans in this Province form 93 per cent. of the total population, the number of Muhammadans in school is only 70 per cent. of the total number of scholars, and of this number over 6,000 attend private schools which merely teach the Quran by rote, so that only 60 per cent. of the scholars taking a secular education are Muhammadans.

3. *Expenditure.*—The total expenditure on education in the Province during the past year from all sources was Rs. 3,88,361, showing an increase of Rs. 76,319 over the expenditure in 1909-10. But of this increase Rs. 58,000 are accounted for by a special grant, which was made by the Government of India towards the close of the year for the erection of Primary School buildings. Some Rs. 6,000 more were spent on buildings and equipment, and the remainder, *i.e.* Rs. 12,000, represents additional direct expenditure entailed by the strengthening of the staffs of the Edwardes' Church Mission College, Peshawar, and the various Municipal Board High Schools. A regrettable feature is that, owing to the closing of certain Board Schools, the recurring expenditure on primary education for boys actually decreased by Rs. 554.

The sources of expenditure are shown in the subjoined table —

Sources.	Expenditure.	Percentages to total expenditure.
	Rs.	
Imperial	58,215	15
Provincial	76,391	19·7
District Funds	92,344	23·7
Municipal „	61,322	15·8
Fees	46,903	12·1
Other sources	53,186	13·7

The amount shown as expended from Imperial Revenues consists of a small sum of Rs. 215 paid from Political Revenues for certain scholarships and the Imperial grant of Rs. 58,000 for school buildings, though, as the latter was expended through the agency of District Boards, it might perhaps be more correctly classed as expenditure from District Funds.

The average annual cost of educating a student in an Arts College is Rs. 551-0-9, in a Secondary School Rs. 17-0-7, in a Primary School Rs. 5-3-4, and in the Normal School Rs. 222-11-10, including in this case a stipend for each student of about Rs. 100 per annum.

4. *Direction and inspection.*—Khwaja Sajjad Husain, B.A., continued to hold charge of the duties of the Officer in charge of Education for the North-West Frontier Province till January 14th, 1911, when I relieved him on my appointment as Director of Public Instruction for the Province. He was, however, on sick leave from July 25th, his duties being performed by Khalifa Imad-ud-din. On my arrival both officers reverted to the Punjab. There were no other changes in the *personnel* of the Department. Mirza Ali Muhammad Khan, B.A., continued to hold the post of Personal Assistant throughout the year, and the intimate knowledge of all the schools in the Province, which he has obtained by indefatigable inspection during the last few years, has proved invaluable to me. The inspecting work of the Department has become very mechanical, directed rather to the examination of registers, the classifying of scholars, and the writing of criticisms in log books, than to any endeavour to improve the quality of education in the schools inspected. Proposals are now before the Government of India for the revision of the inspecting staff of the Department, including the appointment of officers of a superior grade, who may be expected to alter the character of the work.

II.—Institutions classified by management.

1. *Schools under District Boards.*—The following table compares the number of schools directly managed by District Boards in 1909-10 and 1910-11 :—

	Anglo-Vernacular Middle.	Vernacular Middle.	Primary (Boys).	Primary (Girls).	Total.
1909-10 ...	3	11	216	2	232
1910-11 ...	3	11	214	3	231

This cannot but be considered a depressing record for a year in which the increased number of scholars in the Province shows an increased demand for education. Had the Boards made any general improvement in the condition of existing schools by the provision of new or enlarged buildings or by the

enhancement of teachers' salaries, the lack of expansion might have been viewed with equanimity; but teachers' salaries were still left on a very unsatisfactory scale, and very few building operations were undertaken until the special grant was received. The subjoined table shows that three of the Boards, Peshawar, Hazara and Dera Ismail Khan, found themselves unable to expend on education the sum originally budgetted for that purpose :—

District.	Budget provision, 1910-11.	Gross expenditure for 1910-11.	Percentages of expenditure to total (estimated) income.	
			1910-11.	1909-10.
	Rs.	Rs.		
Hazara	19,788	18,476	28·9	23·2
Peshawar	39,172	35,900	23·3	22·8
Kohat	10,079	10,090	28·0	29.7
Bannu	11,022	11,591	24·4	23·0
Dera Ismail Khan ...	15,293	14,977	26·1	22·1

It will be seen that the percentage of expenditure on education to the total income of each Board has increased, except in the case of the Kohat Board, where, however, it is already very high. It may safely be assumed that it has reached its highest level, and that for any further expansion funds must be found elsewhere than from the ordinary resources of District Boards.

At the close of the year, however, Government was able to initiate two measures which should go far towards improving the existing Board Schools—

(*i*) The grant of Rs. 58,000 from the Government of India was distributed to Boards for the erection or enlargement of Primary School buildings, and with this sum it will be possible to house satisfactorily all the larger Board primary schools, which are at present held in hired and most unsuitable buildings.

(*ii*) A scheme was formulated for the improvement of the salaries of Board School teachers, and before the close of the current year this scheme will be in working. An additional contribution from Provincial Revenues will be made to each Board, which will ensure to every certificated teacher an initial salary of Rs. 14 and reasonable prospects of rising to a salary of Rs. 20.

2. *Schools under Municipal Boards.*—The following table shows the schools under the management of Municipalities. No change in this number and distribution occurred in 1910-11 :—

High.	*Anglo-Vernacular Middle.*	*Vernacular Middle.*	*Primary (Boys).*	*Primary (Girls).*	*Total.*
5	1	2	4	8	20

The major portion of the expenditure from municipal revenues on education is devoted to the maintenance of the High Schools. Out of the total municipal expenditure of Rs. 61,322 (*vide* table in I. 3) Rs. 33,683 are devoted to this purpose, together with the income from fees. Although there are Primary departments attached to these schools, the cost of maintaining an adequate superior staff consumes most of the available funds, and the provision of primary education for children living in towns is largely left to private enterprise. The buildings occupied by the Municipal Board High and Middle Schools are in almost every case inadequate, and still more so the boarding houses attached to them. Difficulty is experienced in dealing with unsatisfactory teachers : transfer is impossible, except in the event of another Municipality being willing to take the unsatisfactory teacher. The recruitment of teachers is also difficult. Now that the High Schools in the Punjab are

Government institutions, no teacher is willing to leave a post in one of them for service under a Municipality, save for a considerable increase in pay. The separation of the Primary from the Secondary Departments and the provincialisation of the latter would obviate most of these difficulties, and would permit Municipalities to devote their attention and funds to the needs of Primary Education ; but such a step would entail considerable cost.

3. *Aided Schools.*—Aid is given to schools under private management by Government, by District Boards and by Municipalities as follows :—

Aided Schools by	*College.*		*High Schools.*		*Middle Schools for girls.*		*Primary Schools for boys.*		*Primary Schools for girls.*		*Indigenous Schools for boys.*		*Indigenous Schools for girls.*		*Total.*	
	Number.	Amount of grant.	Number.	Amount of grant.	Number.	Amount of grant.	Number.	Amount of grant.	Number.	Amount of grant.	Number.	Amount of grant.	Number.	Amount of grant.	Number.	Amount of grant.
		Rs.		Rs.		Rs.		Rs.		Rs.		Rs.		Rs.		Rs.
Government...	1	1,100	3	12,542	...	...	2	286	1	195	...	...	...	...	7	14,123
District Board	...	...	...	...	...	...	...	...	..	...	33	2,630	6	472	39	3,102
Municipal Board.	...	...	3	1,575	1	530	3	611	1	36	3	247	4	261	15	3,260
Total ...	1	1,100	6	14,117	1	530	5	897	2	231	36	2,877	10	733	61	20,485

N. B.—An Indigenous School differs from a Primary School in that it is not bound to follow the prescribed primary curriculum.

There is no delimitation in matters of grant-in-aid between the provinces of Government, of Boards and of Municipalities, and there is a certain amount of overlapping, *e.g.* the Church Mission Branch School, Bannu, and other schools are aided both by Government and by the local Municipalities. As identical regulations govern the calculation and issue of grants, from whatever sources given, it would be simpler and more logical to differentiate between the spheres of influence of Government, District Boards and Municipalities respectively, *i.e.* between the classes of schools to which each is permitted to contribute aid. The regulations, under which grants-in-aid are given at present, tend to emphasise the disparity between good and bad schools. To schools with large private incomes, which are therefore well staffed, very large grants are given, whereas by poor schools, which have just qualified to appear on the aided list, such small grants are earned that they are merely enabled to maintain a bare existence, with no hope of improving their staffs, and thereby qualifying for larger grants. The revision of these regulations is under consideration.

Capital grants for the erection of buildings were given to the Church Mission Society High School, Bannu, and the Islamia Primary School, Kohat, at the close of the year.

4. *Private Institutions.*—The table below purports to give the number of private schools in the Province by districts, but, as stated in I. 2., it cannot be taken as strictly accurate :—

District.	*Number of schools.*		Increase or decrease.	*Number of scholars.*		Increase or decrease.
	1910-11.	1909-10.		1910-11.	1909-10.	
Hazara	147	143	4	2,149	2,261	– 112
Peshawar	123	129	– 6	2,022	1,804	218
Kohat	40	38	2	480	431	49
Bannu	165	175	– 10	2,179	2,320	– 141
Dera Ismail Khan ...	178	105	73	2,949	1,767	282
Total ...	653	590	63	8,879	8,583	296

Of these schools 540 (469 for boys and 71 for girls) teach the Quran by rote to 5,143 boys and 1,681 girls, 72 teach Arabic and Persian with translation to 1,089 scholars, four are Mahajani schools, and one a Sanskrit school. There are only 35 schools (31 for boys and 4 for girls) which teach vernacular languages to 629 boys and 137 girls.

I give these figures in detail in order to show how little hope there appears to be of extending secular education in this Province by a system of grants-in-aid to private schools. Among the 540 Quran teachers it is doubtful if any could be found fit to conduct a Primary School efficiently; few of them indeed can read and write Urdu well or have any but the most rudimentary knowledge of arithmetic; probably the same is true of the 72 teachers in the Arabic and Persian schools.

III.—Institutions classified by standards of Education.

1. *Arts College.*—The number of students attending the Edwardes' Church Mission College, Peshawar, rose from 19 to 22 at the close of the year, of whom 18 were Muhammadans, 3 Hindus and 1 Native Christian.

Although the main building had been completed in 1909-10, a great deal was done during the year to complete the furnishing. The equipment of the College would now, I believe, compare favourably with that of any other college of its size. A block of hostel buildings to accommodate 15 students was commenced during the year, the cost being met by a donation from the Pan-Anglican Thankoffering Fund and a grant from the Punjab University.

During the absence of the Principal (Rev. H. J. Hoare) on leave throughout the year, the staff consisted of two Europeans, Rev. M. E. Wigram, M.A. (acting Principal), and the Rev. T. Bomford, M.A., and three Indian tutors. Mr Hoare returned in March, and it is proposed to add a fourth European to the staff in October next, and to raise the College to the first grade, preparing students for B. A. Examination.

An outline of the proposals for opening an Islamia College in the Province was submitted to the Government of India during the year. The return of the Chief Commissioner from leave and the very active assistance he lent to the scheme have enabled it to assume a practical shape; but the measures taken and the results already obtained belong more properly to the report for 1911-12, and any description of them at the present stage would be incomplete and possibly misleading.

2. *Secondary Schools.*—The number of pupils reading in Anglo-Vernacular Schools rose from 5,436 in 1909-10 to 5,745 in the year under review, but the number of pupils actually reading English declined from 3,246 to 3,071. These numbers bear a satisfactory relation to the number of boys of school-going age in the Province, and the number of Anglo-Vernacular institutions (12 High and 4 Anglo-Vernacular Middle Schools) is almost sufficient to supply the needs of the Province for some time to come.

The number of pupils reading in Middle Vernacular Schools increased from 2,011 to 2,065, and it is satisfactory to find that these schools, from which Primary School teachers are recruited, are well attended. 58 boys passed the Vernacular Middle School Examination out of 76 presented, a slightly better percentage than last year.

I have already alluded in II. 2 to the need for enlarged buildings and boarding houses in the case of Municipal Board High Schools. This is equally the case in regard to Middle Schools. At the close of last year a grant was made to the Kohat Board for the improvement of the buildings at Teri and Hangu, and during the present year the Bannu District Board propose to make large additions to the Ghoriwala School; but much still remains to be done, some of the Middle Schools, noticeably Nawanshahr in the Hazara District, being miserably housed.

The staffs of the secondary schools were considerably improved during the year, the number of trained teachers increasing from 149 to 168 out of a total of 328 teachers employed. Middle Schools are still very defective in this

respect; and the pay given to the teachers in such schools is generally inadequate. Steps are, however, being taken to institute a minimum scale of staff and salaries for all Middle Schools under public management.

The need for an examination at the close of the Middle English course in order to standardise promotions into the High Department was so strongly felt by Head Masters that arrangements were made by the Head Masters of the four Peshawar High Schools to conduct such an examination jointly. A few outside schools were allowed to participate. The result of this examination, which contained a large percentage of oral work, and in which the work of the boys during the year was taken into consideration, was entirely successful, many boys being excluded from promotion which they would otherwise have obtained as a matter of course to the detriment of the work of the High classes.

It is under consideration to introduce a general departmental examination of this kind.

The need for some unification of the rates of fees levied in Anglo-Vernacular Schools in the Province is also very pressing. At present fee rates vary widely from district to district, and even within districts. A new uniform scale of fees for schools in the Province is now in course of preparation.

3. *Primary Schools.*—Primary Education continues to make but slow progress; indeed the actual number of public primary schools decreased by three last year, although the attendance of scholars rose from 12,069 to 13,034. Except in the case of Hazara District, which is an encouraging exception, few petitions for new schools have been received, and in many schools the attendance is but a very small percentage of the number of boys of school-going age in the immediate vicinity. With the limited funds at the disposal of the District Boards no attempt can be made to increase the number of schools, and without initiative on the part of the authorities little can be expected from local enterprise. A pleasing example of self-help has, however, been set by the Muhammadan associations at the various district head-quarters, who now all maintain Primary Schools of their own, two of which have an attendance of over 100 pupils.

But, apart from the question of expansion, the condition of existing schools leaves much to be desired. The grant for buildings from the Government of India will go far to remedy one of the crying defects. The salaries offered to teachers are so small, and the prospects before them so far from alluring, that it has been difficult to recruit men of good stamp or to keep them in the profession. The scheme, however, allusion to which has been made in II. 1., by which every capable teacher will be assured an initial salary of Rs. 14, will, it is hoped, result in a decided improvement in the quality of the teaching staff.

4. *Training Institutions.*—There were 53 students in residence at the Normal School, Peshawar, last year, of whom 42 were presented for the Junior Vernacular Certificate Examination and 40 passed, while 30 also qualified for the Junior Gymnastic Certificate. The result was very creditable to the staff, among which there were several unavoidable changes during the year. The unsuitability of the present hired building has long been recognised, and it is hoped that the new school building will be completed during the current year.

5. *Schools for Girls.*—The Arya Kanya Patshala, Dera Ismail Khan, remains the only secondary school for girls in the Province, but the attendance at the school increased from 297 to 318. The average cost of educating a girl in this school is Rs. 5-14-7. The school is very indifferently housed.

There are 27 recognised primary schools (11 Board, 11 aided and 5 unaided), representing an increase of 2 schools. The attendance improved by 199 to 1,775 scholars. If girls reading in boys' schools and private schools

are added, we find that there was an increase of 542 in the number of girls attending school, the total amounting to 3,998. This raises the percentage of girls at school to those of school-going age in the Province from 2 in 1909-10 to 2·6 in the year under review, a very respectable increase. Of the 27 girls' schools in the Province only 7 are especially intended for Muhammandans, and use the Urdu medium; in the remaining 20 Hindi, Nagri or Gurmukhi is taught to Hindu and Sikh girls. The average cost of educating a girl in a primary school is Rs. 7-7-6 per annum.

There is great difficulty in obtaining qualified teachers, and since in most schools *pardah* is maintained, inspecting officers are unable to instruct the untrained teachers in method. The solution of the difficulty seems to lie in the appointment of a well qualified Inspectress.

IV.—Miscellaneous.

The Provincial Athletic Tournament was held at Peshawar in March. The keenness displayed by the boys in their games, and at the same time the spirit of fair play and the good temper which they generally showed, are happy signs of the good moral effect of such contests. The Peshawar Normal School entered for the Central Athletic Tournament of Punjab Normal Schools, and came out second in football and third in athletics and gymnastics.

An informal conference of educational officers was held at Peshawar during the athletic tournament, at which such subjects as the unification of fee rates, the curriculum of primary and middle classes, text books, &c., were discussed and opinions recorded for the guidance of the Department.

In primary schools the want of strict adhesion to regular periods of instruction encourages habits of unpunctuality; and the dirt and untidiness in some schools and the irregular attendance of teachers, often noted by Inspectors during surprise visits in the hot weather, set a very bad example to the children. The practice of allowing the junior classes to sit unoccupied or playing for long periods together forms a training in habits of idleness and inattention. This practice is due to the difficulty a single teacher experiences in organising work for five classes at one time, a difficulty which few teachers have faced boldly and practically. On the other hand the discipline in Secondary Schools is generally satisfactory. Very few serious offences were reported.

Education in Agencies.

Kurram.—There is no change to report in the conditions of education in this Agency. The following table gives the number of schools and scholars for 1910-11 compared with 1909-10:—

Years.	*Anglo-Vernacular Schools.*		*Public Primary Schools.*		*Private Schools (Boys).*		*Private Schools (Girls).*		*Total.*	
	Number.	Roll.	Number.	Roll.	Number.	Roll.	Number.	Roll.	Number.	Roll.
1909-10 ...	1	137	10	364	10	133	1	10	22	644
1910-11 ...	1	154	10	345	10	132	1	10	22	641

Of the scholars 528 are Muhammadans, 69 Hindus and 44 Sikhs. The chief need of the valley is the provision of proper buildings, especially the enlargement of the Parachinar school building and boarding house.

Tochi.—The number of public primary schools remains the same as in 1909-10, namely 6, but the enrolment has fallen from 119 to 101 and the average attendance from 92 to 57. The last figure is extremely unsatisfactory, and may probably be attributed to the lack of interest the teachers take in their scholastic work, which they combine in some cases with that of clerk or patwari.

Khyber.—No change to note. Number of schools 5 and of scholars 74.

Sherani Country.—There remains the one school at Drazinda, with a nominal enrolment of 24 pupils during the past year and an average attendance of 6.

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Director of Public Instruction,
North-West Frontier Province and Baluchistan.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the North-West Frontier Province at the end of the official year 1910-11.

[For Details, see Gen eral Table III.]

Area and Population.				Institutions and Scholars.	Public Institutions.							Private Institutions.		Grand Total.	Percentage of	
					Collegiate Education.		*School Education, General.*		*School Education, Special.*							
Total area in square miles.	Number of towns and villages.	Population.			Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3		4	5	6	7	8	9	10	11	12	13	14	15	
13,163	Towns ... 19	Male ...	1,182,102	Institutions — For Males ...	1	...	29	264	1	...	295	66	504	865	Institutions to number of towns and villages.	25·7
	Villages ... 3,348	Females ...	1,014,831	„ Females ...	...	...	1	27	...	...	28	7	76	111		3·8
	Total ... 3,367	Total ...	2,196,933	Total ...	1	...	30	291	1	...	323	73	580	976		29·0
				Scholars — Males ...	22	...	7,810	13,034	53	...	20,919	1,039	6,378	28,336	Male scholars to male population of school-going age.	16·0
				Females ...	...	...	318	1,775	...	...	2,093	69	1,393	3,555	Female scholars to female population of school-going age.	2·3
				Total ...	22	...	8,128	14,809	53	...	23,012	1,108	7,771	31,891	Total school-going age population.	9·7

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-West Frontier Province for the official year 1910-11.

(For Details, see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.	Remarks.
	Collegiate Education.		*School Education, General.*		*School Education, Special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For Males	11,572	...	1,30,564	59,947	12,028	...	2,14,111	...	5,645	26,878	10,152	96,824	8,890	12,074	1,60,463	3,88,361	
For Females ...	....	...	1,626	12,161	...	...	13,787										
Total ...	11,572	...	1,32,190	72,108	12,028	...	2,27,898	...	5,645	26,878	10,152	96,824	8,890	12,074	1,60,463	3,88,361	
2. (*a*) Percentages of Provincial (including Imperial grant) Expenditure included in columns 2—17 to Total Provincial (including Imperial grant) Expenditure on Public Instruction.	·82	...	9·32	1·13	8·93	...	20 20	...	4·19	17·49	2·42	53·51	1·40	·79	79·80	100	
(*b*) Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	...	...	19·09	54·04	...	...	73·13	...	...	3·61	5·54	8·80	4·34	4·58	26 87	100	
(*c*) Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	...	...	65·71	11·41	...	...	77·12	...	...	...	2·45	11·98	1·70	6 75	22·88	100	
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	2·98	...	34·04	18 57	3·09	...	58·68	...	1·46	6·92	2·61	24·93	2·29	3·11	41·32	100	

(11)

		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A.P.	Rs. A. P.
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—								
Government Institutions.	Cost to Provincial Revenues.	...	...	...	11 5 7	222 11 10	...	96 8 7
	Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
	Total cost ...	...	...	...	15 0 0	222 11 10	...	98 11 6
Local Fund Schools	Cost to Provincial Revenues.	...	...	...	...	...	...	...
	Cost to Local Funds ...	...	...	6 9 3	4 15 3	...	...	5 4 11
	Total cost ...	...	...	8 11 11	5 1 0	...	...	5 13 10
Municipal Schools...	Cost to Provincial Revenues.	...	...	...	0 2 6	...	...	0 0 8
	Cost to Municipal Funds...	...	...	15 6 6	7 3 8	...	...	13 5 11
	Total cost ...	...	...	22 5 10	7 10 11	...	...	18 11 5
Aided Institutions ...	Cost to Provincial Revenues.	52 6 1	...	5 5 11	0 2 9	...	...	2 12 4
	Cost to Local and Municipal Funds.	...	...	0 14 5	1 8 6	...	...	1 3 10
	Total cost ...	551 0 9	...	20 12 9	4 9 10	...	...	14 4 5
Unaided Institutions ...	Total cost ...	...	...	13 5 10	5 8 3	...	...	8 7 1
All Institutions ...	Cost to Provincial Revenues.	52 6 1	...	1 9 10	0 1 9	222 11 10	...	1 4 1
	Cost to Local and Municipal Funds.	...	...	7 7 5	4 1 9	...	...	5 4 9
	Total cost ...	551 0 9	...	17 0 6	5 3 4	222 11 10	...	10 8 2

EDUCATION—GENE

Return of Colleges, Schools and Scholars in the

CLASS OF INSTITUTIONS.	PUBLIC INSTITU											
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Managed by Government.				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
ARTS COLLEGES.												
Collegiate Education. English	...	...	...	...	...	...	...	...	1	22	21	20
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	1	22	21	20
SECONDARY SCHOOLS.												
School Education, General. For Boys — High Schools	...	...	...	...	5	1,805	1,835	1,616	6	2,178	2,059	1,790
For Boys — Middle Schools — English	...	...	...	...	4	1,259	1,219	1,089	...	...	...	...
For Boys — Middle Schools — Vernacular	...	...	...	...	13	2,065	2,021	1,679	...	...	...	...
For Girls — High Schools	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	1	318	275	228
Total	...	...	...	...	22	5,129	5,075	4,384	7	2,496	2,334	2,018
PRIMARY SCHOOLS.												
For Boys	1	86	80	64	218	10,140	9,595	7,858	40	2,303	2,085	1,769
For Girls	...	...	...	...	11	693	666	526	11	725	658	643
Total	1	86	80	64	229	10,833	10,261	8,384	51	3,028	2,743	2,412
SCHOOLS FOR SPECIAL INSTRUCTION.												
School Education, Special. Training Schools for Masters	1	53	54	50	...	...	...	...	...	...	...	...
" " for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	53	54	50	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	2	139	134	114	251	15,962	15,336	12,768	59	5,546	5,098	4,450

PRIVATE INSTITUTIONS ...

1. *Advanced Teaching—*
   - *(a)* Arabic or Persian ... ...
   - *(b)* Sanskrit ... ...
   - *(c)* Any other Oriental Classic ... ...
2. *Elementary teaching—A Vernacular only or mainly* ... ...
3. *Elementary teaching—The Quran, Shastras or other religious books by rote*
4. *Other Schools not conforming to Departmental Standards* ... ...

RAL TABLE III.

North-West Frontier Province for the official year 1910-11.

TIONS.																		
MANAGEMENT.						NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.									
Unaided.											*Hindus.*							
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of public institutions.	Grand Total of scholars on the 31st of March.	English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans *	Muhammadans.	Buddhists.	Farsis.	Others.	Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	REMARKS.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	1	22	22	22	...	...	1	...	3	18	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	22	22	22	...	...	1	...	3	18	...	...	...	...	...	
1	503	451	451	12	4,486	2,559	2,456	4,557	...	27	195	2,114	2,150	...	...	...	...	...	
...	...	...	...	4	1,259	512	497	1,244	...	...	49	364	846	...	...	...	...	...	
...	...	...	...	13	2,065	...	703	2,065	...	...	57	478	1,530	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	318	...	20	318	...	...	11	307	...	...	...	...	...	...	
1	503	451	451	30	8,128	3,071	3,676	8,184	...	27	312	3,263	4,526	...	...	...	...	...	
5	505	454	387	264	13,034	100	2,046	13,068	...	7	227	3,277	9,522	...	...	1	15	...	
5	357	304	235	27	1,775	12	107	1,864	...	...	109	1,327	339	...	...	...	...	21	
10	862	758	622	291	14,809	172	2,153	14,932	...	7	336	4,604	9,861	...	...	1	15	21	
...	...	...	...	1	53	...	53	53	...	...	1	14	38	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	53	...	53	53	...	...	1	14	38	...	...	...	...	...	
11	1,365	1,209	1,073	323	23,012	3,265	5,904	23,169	...	35	649	7,884	14,443	...	...	1	15	21	
...		For Boys ...		65	1,020	...	1,028	25	...	..		...	1,020	.	.	...	10	...	
		„ Girls ...		7	69	...	69	...	...	...		...	69	..	...	...	...	...	
...	...	...		1	19	...	19	...	...	...	19	...	...	...	...	...	5	...	
...	...	...		...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	
...		For Boys ...		35	866	...	40	888	...	...	20	726	120	...	...	...	65	...	
		„ Girls ...		4	72	...	3	69	...	...	8	64	...	..	...	...	...	...	
...		For Boys ...		469	5,512	...	5,519	12	...	...	...	...	5,512	...	...	...	377	...	
		„ Girls ...		71	1,312	...	1,307	7	...	...	...	...	1,312	...	...	...	...	208	
...		For Boys ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		„ Girls ...		1	9	8	9	...	...	...	...	9	...	...	...	...	...	...	
	Total		...	653	8,879	8	7,994	1,001	...	...	47	799	8,033	...	...	...	657	208	
GRAND TOTAL			...	976	31,891	3,273	13,898	24,170	...	35	696	8,683	22,476	...	...	1	672	229	

* Includes Sikhs also.

EDUCATION—GENERAL TABLE III (A).

Number of Scholars on the 31st March in the North-West Frontier Province classified according to sex, race or creed for the official year 1910-11.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.*					
Collegiate Education—										
Arts Colleges—										
English	Male ...	...	1	...	3	18	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Oriental	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training—										
Law	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Engineering ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Agriculture ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
	Total ...	...	1	...	3	18	...	...	...	...
School Education—General—										
Secondary Schools—										
For Boys—										
High Schools ...	Male ...	...	27	195	2,114	2,150	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Middle School—										
English ...	Male ...	...	...	49	364	846	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Vernacular ...	Male ...	...	...	57	478	1,530	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls—										
High Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Middle School—										
English	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	11	307	...	...	...	...	...
	Total ...	...	27	312	3,263	4,526	...	...	...	...
Primary Schools—										
For Boys ...	Male ...	...	7	227	3,268	9,516	...	...	1	...
	Female ...	...	...	...	9	6	...	...	...	...
For Girls ...	Male ...	...	...	...	21	...	...	...	...	...
	Female ...	...	...	109	1,306	339	...	...	...	...
	Total ...	...	7	336	4,604	9,861	...	...	1	...
School Education—Special—										
Schools for Special Instruction—										
Training Schools ...	Male ...	...	...	1	14	38	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Schools of Art ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...

* Includes Sikhs also.

EDUCATION—GENERAL TABLE III (A)—CONCLUDED.

Number of Scholars on the 31st March in the North-West Frontier Province classified according to sex, race, or creed for the official year 1910-11.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans*					
SCHOOL EDUCATION—SPECIAL—*concluded.*										
Schools for Special Instruction—concluded.										
Law Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medical Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Other Schools...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Total		...	...	1	14	38	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		...	35	649	7,884	14,443	...	...	1	...
PRIVATE INSTITUTIONS—										
1. *Advanced Teaching*—										
(*a*) (*i*) Arabic or Persian (Boys' Schools).	Male	...	...	...	...	1,010	...	...	...	...
	Female	...	...	...	...	10	...	...	...	...
(*ii*) Arabic or Persian (Girls' Schools).	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	69	...	...	...	...
(*b*) Sanskrit (Boys' Schools)	Male	...	...	14	...	...	...	...	...	...
	Female	...	...	5	...	...	...	...	...	...
(*c*) Any other Oriental Classic (Boys' Schools)	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
2. *Elementary Teaching—A Vernacular only or mainly*—										
For Boys	Male	...	...	20	661	120	...	...	...	...
	Female	...	...	...	65	...	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	8	64	...	...	...	...	...
3. *Elementary Teaching—The Quran only*—										
For Boys	Male	...	...	...	...	4,935	...	...	...	...
	Female	...	...	...	...	577	...	...	...	...
For Girls	Male	...	...	...	...	208	...	...	...	...
	Female	...	...	...	...	1,104	...	...	...	...
4. *Other Schools not conforming to Departmental Standards*—										
For Boys	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	9	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS		...	...	47	799	8,033	...	...	...	...
GRAND TOTAL		...	35	696	8,683	22,476	...	...	1	...

* Includes Sikhs also.

EDUCATION—GENE

Return of Expenditure on Public Instruction in the

OBJECTS OF EXPENDITURE.	PUBLIC
	UNDER PUBLIC MANAGEMENT.
	Managed by Government.
	Provincial Revenues.
	District Funds.
	Municipal Funds.
	Fees.
	Subscriptions.
	Endowments and other sources.
	Total.
	Managed by District or Municipal Boards.
	Provincial Revenues
	District Funds.
	Municipal Funds.
	Fees.
	Subscriptions.
	Endowments and other sources.
	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
ARTS COLLEGES.														
Collegiate Education. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
Collegiate Education. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SECONDARY SCHOOLS.														
School Education, General. For Boys High Schools	...	...	...	...	...	...	...	...	...	33,682	15,171	...	...	48,853
School Education, General. For Boys Middle Schools English ...	...	...	...	...	...	...	...	...	5,709	2,508	4,974	...	144	13,335
School Education, General. For Boys Middle Schools Vernacular ...	...	...	...	...	...	...	...	...	1,919	2,000	1,504	...	12	15,435
School Education, General. For Girls High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	*
School Education, General. For Girls Middle Schools English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. For Girls Middle Schools Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	17,628	38,190	21,649	...	156	77,623
PRIMARY SCHOOLS.														
School Education, General. For Boys	908	...	...	292	...	...	1,200	...	46,544	1,406	1,248	...	...	49,198
School Education, General. For Girls	...	...	...	...	...	...	...	127	254	4,435	...	...	51	4,867
Total ...	908	...	...	292	...	...	1,200	127	46,798	5,841	1,248	...	51	54,065
SCHOOLS FOR SPECIAL INSTRUCTION.														
School Education, Special. Training Schools for Masters ...	12,028	...	...	...	...	...	12,028	...	...	...	...	...	...	...
School Education, Special. „ „ for Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	12,028	...	...	...	...	...	12,028	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	(a)59,875	8,122	7,345	...	...	...	75,342
Furniture and Apparatus (Special grant only)	...	...	...	...	...	...	...	...	4,009	1,042	...	...	...	5,051
Total ...	...	...	...	...	...	...	...	59,875	12,131	8,387	...	...	...	80,393
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	12,936	...	...	292	...	...	13,228	60,002	76,557	52,418	22,897	...	207	2,12,081

* Includes Rs. 50 paid from Municipal Funds, Abbottabad.
(a) Includes Rs. 58,000 from Imperial Revenues for Build
(b) Includes Rs. 215 from Political Funds as Scholarships
(a) Includes Rs. 58,215 from Imperial Revenues (Rs.

RAL TABLE IV.

North-West Frontier Province for the official year 1910-11.

INSTITUTIONS.											TOTAL EXPENDITURE FROM							
UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.			
Aided by Government or by District or Municipal Boards.							*Unaided.*											
Provincial Revenues	District Funds.	Municipal Funds.	Fees	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Funds.	District Funds.	Municipal Funds.	Fees.	Private.	Public.	GRAND TOTAL.	REMARKS.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,100	...	...	1,530	...	8,942	11,572	...	...	...	...	1,100	...	...	1,530	8,942	...	11,572	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1,100	...	...	1,530	...	8,942	11,572	...	...	...	...	1,100	...	...	1,530	8,942	...	11,572	
12,542	...	1,575	14,586	2,555	15,656	46,914	4,599	1,428	...	6,027	12,542	...	35,257	34,356	19,639	...	1,01,794	
...	...	...	...	...	...	...	...	...	...	...	...	5,709	2,508	4,974	144	...	13,335	
...	...	...	...	...	...	...	...	...	...	...	...	11,919	2,000	1,504	12	...	15,435	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	530	...	1,096	...	1,626	...	...	...	...	...	...	530	...	1,096	...	1,626	
12,542	...	2,105	14,586	3,651	15,656	48,540	4 599	1,428	...	6,027	12,542	17,628	40,295	40,834	20,891	...	1,32,190	
286	2,630	868	1,240	748	1,789	7,501	1,034	16	* 998	2,048	1,194	49,174	2,264	3,814	3,501	...	59,947	
195	472	297	...	444	3,752	5,160	...	1,276	858	2,134	322	726	4,732	...	6,381	...	12,161	
481	3,102	1,105	1,240	1,192	5,541	12.661	1,024	1,292	1,856	4,182	1,516	49,900	6,996	3,814	9,882	...	72,108	
...	...	...	...	...	...	...	...	...	...	...	12,028	...	...	...	...	...	12,028	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	12,028	...	...	...	...	...	12,028	
12,155	...	...	...	240	9,047	21.442	...	...	40	40	72 030	8,122	7,345	...	9,327	...	96.824	
1,880	...	...	...	230	1,629	3,739	...	...	100	100	1.880	4,009	1,042	...	1,959	...	8,890	
14,035	...	...	...	470	10,676	25,181	...	...	140	140	73,910	12,131	8.387	...	11,286	...	1,05,714	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	5.645	...	...	...	...	...	5.645	
...	...	...	...	...	...	...	...	...	...	...	23,543	3,335	...	...	...	...	26,878	
...	...	...	...	...	...	...	...	...	...	...	...	285	...	...	80	...	365	
...	...	...	...	...	...	...	...	...	...	...	...	121	305	...		...	426	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	(b) 2,538	4,415	743	...	181	...	7,877	
...	...	...	...	...	...	...	...	...	...	...	722	...	23	...	9	...	754	
...	...	...	...	...	...	...	...	...	...	...	...	268	189	...	...	...	457	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	28	245	...	...	...	273	
...	...	...	...	...	...	...	...	...	...	...	1,013	2,314	2,190	725	1,915	...	8,157	
...	...	...	...	...	...	...	...	...	...	...	49	1,919	1,949	...	...	...	3,917	
...	...	...	...	...	...	...	...	...	...	...	33.510	12,685	5,644	725	2,185	...	54.749	
28,158	3,102	3.210	17,356	5,313	40.815	97,954	5,633	2,720	1,996	10,349	(c) 1,34,606	92,344	61,322	46,903	53.186	...	3,88,361	

to Majlis-i-Islam for the maintenance of their school.
ing grant to District Boards.
to Dauri boys.
58,000 for buildings and Rs. 215 for scholarships,—*vide* (*a*) and (*b*) above).

Return of the Stages of Instruction of pupils in public schools for general education

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. (1)			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. (2)		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.										
For Boys.	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Local Fund	English	3	976	...	...	...	163	...	163
		Vernacular	11	1,717	...	...	...	249	...	249
	Municipal	English	6	2,088	212	...	212	484	...	484
		Vernacular	2	348	...	...	...	45	...	45
	Aided	English	6	2,178	248	...	248	518	...	518
		Vernacular	...	...	...	...	...	...	...	...
	Unaided	English	1	503	62	...	62	130	...	130
		Vernacular	...	...	...	...	...	...	...	...
	Total		29	7,810	522	...	522	1,589	...	1,589
For Girls.	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Local Fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	...	...	...	...	...	...	...	...
		Vernacular	1	318	...	...	...	...	20	20
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		1	318	...	...	...	...	20	20
	Total Secondary Schools		30	8,128	522	...	522	1,589	20	1,609
Primary Schools.										
For Boys.	Government		1	86	...	...	...	...	...	...
	Local Fund		214	9,878	...	...	...	...	...	...
	Municipal		4	262	...	...	...	...	...	...
	Aided		40	2,303	...	...	...	...	...	...
	Unaided		5	505	...	...	...	...	...	...
	Total		264	13,034	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	Local Fund		3	87	...	...	...	...	...	...
	Municipal		8	606	...	...	...	...	...	...
	Aided		11	725	...	...	...	...	...	...
	Unaided		5	357	...	...	...	...	...	...
	Total		27	1,775	...	...	...	...	...	...
	Total Primary Schools		291	14,809	...	...	...	...	...	...
	GRAND TOTAL		321	22,937	522	...	522	1,589	20	1,609

RAL TABLE V.

in the North-West Frontier Province at the end of the official year 1910-11.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading printed books.			Not reading printed books.					
(3)			(4)			(5)					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
236	...	236	577	...	577	...	...	...	976	...	976
317	...	317	1,151	...	1,151	...	...	...	1,717	...	1,717
479	...	479	913	...	913	...	...	...	2,088	...	2,088
63	...	63	240	...	240	...	...	...	348	...	348
462	...	462	909	...	909	41	...	41	2,178	...	2,178
...	...	...	...	...	...	...	...	...	...	...	...
77	...	77	234	...	234	...	...	...	503	...	503
...	...	...	...	...	...	...	...	...	...	...	...
1,634	...	1,634	4,024	...	4,024	41	...	41	7,810	...	7,810
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	35	35	...	137	137	...	126	126	...	318	318
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	35	35	...	137	137	...	126	126	...	318	318
1,634	35	1,669	4,0 4	137	4,161	41	126	167	7,810	318	8,128
24	...	24	62	...	62	...	...	...	86	...	86
1,543	...	1,543	8,335	...	8,335	...	...	...	9,878	...	9,878
...	...	...	171	...	171	91	...	91	262	...	262
164	...	164	2,124	15	2,139	...	...	...	2,288	15	2,303
95	...	95	410	...	410	...	...	...	505	...	505
1,826	...	1,826	11,102	15	11,117	91	...	91	13,019	15	13,034
...	...	...	...	...	...	...	...	...	...	...	...
...	2	2	...	85	85	...	...	...	...	87	87
...	50	50	...	556	556	...	...	...	...	606	606
...	45	45	21	542	563	...	117	117	21	704	725
...	19	19	...	338	338	...	...	...	...	357	357
...	116	116	21	1,521	1,542	...	117	117	21	1,754	1,775
1,826	116	1,942	11,123	1,536	12,659	91	117	208	13,040	1,769	14,809
3,460	151	3,611	15,147	1,673	16,820	132	243	375	20,850	2,087	22,937

EDUCATION—GENERAL

Return showing the Results of prescribed Examinations in the

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
Arts Colleges.										
1. Master of Arts		...	...	...	...	...	...	...	1	1
2. Bachelor of Arts		...	...	...	...	...	...	...	2	2
3. B. Sc.		...	...	...	...	...	...	...	...	...
4. First B. A.		...	...	...	...	...	...	...	...	...
4. „ B. Sc.		...	...	...	...	...	...	...	...	...
4. „ Arts ...		...	1	...	1	...	8	...	4*	12
4. Previous Examination...		...	...	...	...	...	...	...	...	...
Oriental Colleges.										
1. Master of Oriental Learning		...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning		...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit ...		...	...	...	...	...	...	...	1	1
3. „ „ Arabic ...		...	...	...	...	...	...	...	1	1
3. „ „ Persian ...		...	...	...	...	...	...	...	5	5
4. High Proficiency in Sanskrit		...	...	...	...	...	...	...	4	4
4. „ „ „ Arabic		...	...	...	...	...	...	...	...	...
4. „ „ „ Persian		...	...	...	...	...	...	...	1	1
5. Proficiency in Sanskrit		...	...	...	...	...	...	...	7	7
5. „ „ Arabic ...		...	...	...	...	...	...	...	1	1
5. „ „ Persian ...		...	...	...	...	...	...	...	...	...
5. „ „ Urdu ...		...	...	...	...	...	...	...	...	...
5. „ „ Pashto ...		...	...	...	...	...	...	...	...	...
Colleges for Professional Training.										
Law.										
1. Doctor of Law		...	...	...	...	...	...	...	...	...
2. Master of Law		...	...	...	...	...	...	...	...	...
3. Bachelor of Law		...	...	...	...	...	...	...	...	...
4. First Examination in Law		...	...	...	...	...	...	...	1	1
Medicine.										
1. M. D.		...	...	...	...	...	...	...	...	...
2. M B.		...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery		...	...	...	...	...	...	...	...	...
4. L. M. S.		...	...	...	...	...	...	...	...	...
5. First M. B ...		...	...	...	...	...	...	...	...	...
5. First L. M. S.		...	...	...	...	...	...	...	...	...
6. Preliminary Scientific ...		...	...	...	...	...	...	...	...	...
Engineering.										
1. M. C. E.		...	...	...	...	...	...	...	...	...
2. B C. E		...	...	...	...	...	...	...	...	...
3. L. C. E.		...	...	...	...	...	...	...	...	...
4. First L. C. E.		...	...	...	...	...	...	...	...	...
Teaching.										
Licentiate in Teaching		...	...	...	...	...	...	...	...	...
Schools for General Education.										
Matriculation	Boys	...	5	6	1	12	85	109	20	14	228
	Girls	...	...	...	...	...	...	...	...	...	...
Middle School Examination, English	Boys †	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...
„ Standard Examination for girls		...	...	1	...	1	...	7	...	...	7
„ „ „ Vernacular	Boys	...	11	...	...	11	76	...	...	1	77
	Girls	...	...	...	...	...	...	...	...	...	...
Upper Primary Examination	Boys †	...	...	...	...	...	...	...	...	...	...
	Girls	...	5	2	3	10	24	16	10	...	50
Lower Primary Examination	Boys †	...	...	...	...	...	...	...	...	...	...
	Girls	...	10	2	3	15	91	47	17	...	155
Public Service Certificate Examination	English	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...
Schools for Special Education.										
1. Training School Examination for Masters	Upper	...	...	...	...	...	...	...	...	...	...
	Lower	...	1	...	...	1	42	...	...	2	44
2. Training School Examination for Mistresses	Upper	...	...	...	...	...	...	...	...	...	...
	Lower	...	...	...	...	...	...	...	...	...	...
3. School of Arts Examination		...	...	...	...	...	...	...	...	...	...
4. Medical Examination ...		...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying		...	...	...	...	...	...	...	...	...	...
6. Industrial School Examination		...	...	...	...	...	...	...	...	...	...
7. Veterinary Examination		...	...	...	...	...	...	...	...	...	...

* Includes Sikhs also.
† Abolished.

TABLE VI.

North-West Frontier Province during the official year 1910-11.

Number Passed.					Race or Creed of Passed Scholars.							
Institutions under public management.	Aided Institutions.	Other Institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.*	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	...	2	4	...	...	1	1	2	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1	1	...	...	...	...	1	...	...	...
...	...	...	1	1	...	...	...	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1	1	...	...	...	...	...	...	...	...
...	...	...	3	3	...	...	3	1	...	...	...	...
...	...	...	1	1	...	...	...	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...

Return showing the Distribution of Local Fund and Municipal Expenditure

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by District Boards.											In Institutions managed by			
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total District Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Arts Colleges.															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — Secondary Schools.															
For Boys. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys. Middle Schools English ...	3	976	945	856	...	5,709	580	3,688	...	144	10,121	...	...	...	5,709
For Boys. Middle Schools Vernacular	11	1,717	1,689	1,407	...	11,619	...	1,282	...	12	12,913	...	300	...	11,919
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	14	2,693	2,634	2,263	...	17,328	580	4,970	...	156	23,034	...	300	...	17,628
Primary Schools.															
For Boys	214	9,878	9,366	7,678	...	46,544	...	1,057	...	...	47,601	...	...	2,630	49,174
For Girls	3	87	87	67	...	254	...	...	...	...	254	...	...	472	726
Total ...	217	9,965	9,453	7,745	...	46,798	...	1,057	...	...	47,855	...	...	3,102	49,900
Schools for Special Instruction.															
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ „ for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical & Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	* 59,875	8,122	...	...	...	...	67,997	...	...	...	8,123
Furniture and Apparatus (Special grants only)	...	...	...	...	...	4,009	...	...	...	...	4,009	...	...	...	4,009
Total ...	...	...	...	...	59,875	12,131	...	...	...	...	72,006	...	...	...	12,131
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,335
Scholarships held in — Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	285
Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	121
Other Professional Colleges ...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,415
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools (Veterinary) ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	268
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,314
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,919
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12,685
Grand Total ...	231	12,658	12,087	10,008	59,875	76,257	580	6,027	...	156	1,42,895	...	300	3,102	92,344

* Includes Rs. 58,000 as a special grant from Imperial Revenues.

RAL TABLE VII.

on Public Instruction in the North-West Frontier Province for the official year 1910-11.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
In Institutions managed by Municipal Boards.											In Institutions managed by					
Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	REMARKS.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5	1,805	1,835	1,616	...	33,682	...	15,171	...	...	48,853	...	...	1,575	35,257	35,257	
1	283	27	233	...	1,928	...	1,286	...	...	3,214	...	580	...	2,508	8,217	
2	348	33	272	...	2,000	300	222	...	...	2,522	...	...	...	2,000	13,919	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	530	530	530	
8	2,436	2,441	2,121	...	37,610	300	16,679	...	...	54,589	...	580	2,105	40,295	57,923	
4	262	224	180	...	1,406	...	191	...	...	1,597	...	...	858	2,264	51,438	
8	606	579	459	127	4,435	...	...	...	51	4,613	...	...	297	4,732	5,458	
12	868	808	639	127	5,841	...	191	...	51	6,210	...	...	1,155	6,996	56,896	
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...	...	...	...	...	7,345	...	...	...	...	7,345	...	...	...	7,345	15,467	
...	...	...	...	...	1,042	...	...	...	...	1,042	...	...	...	1,042	5,051	
...	...	...	...	...	8,387	...	...	...	...	8,387	...	...	...	8,387	20,518	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,335	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	285	
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	245	273	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,190	4,504	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,949	3,869	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,644	18,329	
20	3,304	3,249	2,760	127	51,838	300	16,870	...	51	69,186	...	580	3,260	61,322	1,53,666	

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in the North-West Frontier Province for the official year 1910-11.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of				Expenditure from					Remarks.
	Hostels or Boarding houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government...	1	53	...	...	...	53	817	...	...	...	817	
2. Managed by Local or Municipal Boards.	21	375	...	248	127	...	...	4,067	...	49	4,116	
3. Aided by Government or by Local or Municipal Boards.	2	72	...	58	14	...	196	437	416	227	1,276	
4. Unaided	5	95	10	73	12	...	...	...	1,499	449	1,948	
Total	29	595	10	379	153	53	1,013	4,504	1,915	725	8,157	

N.-W. F. P. Govt. Press, Peshawar.—6 D., P. I.—5-9-11—250.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WEST FRONTIER PROVINCE

FOR

1911-12.

PESHAWAR:

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1912.

NORTH-WEST FRONTIER PROVINCE

EDUCATION REPORT FOR 1911-12.

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Messrs. A. M. and J. Ferguson.

Annual Report on Public Instruction in the North-West Frontier Province for 1911-12.

Review by the Chief Commissioner.

This interesting Report by the Director of Public Instruction shows clearly how little progress in education was made until within the last eighteen months and how much has been done in the short time which has elapsed since Mr. Richey's appointment in January 1911. Before the creation of the North-West Frontier Province education in the five districts which are now included therein was in the hands of the Educational Department of the Punjab Government, to which Province these districts then belonged. Owing to the backward state of the people, local teachers were rarely obtainable and service trans-Indus was unpopular with Punjabee teachers: very little interest was taken in Pathan education by the Punjab Government, which always looked upon the trans-Indus tract more as a stepchild than as a child.

Had the Government of India on the occasion of the creation of the new Province in 1901 taken up seriously the question of education we should by now be gathering the harvest, but its importance was not realized, and from 1901 to 1911 little or nothing was attempted. The supervision of archæology and education were combined, and an archæological expert of world-wide fame, Dr. (now Sir) Aurel Stein, was appointed. A glance at the work of exploration and archæology which Sir Aurel Stein has performed during the last decade will show that it was quite impossible for him seriously to devote himself to education; he was fully occupied in journeys of exploration to distant countries and in archæological excavations in the Province, which yielded great stores of Buddhist statuary and other relics of incalculable value, but while research gained education languished.

The Hindus of the Frontier Province have, as far back as their history goes, always appreciated the advantages of education, and I cannot speak too highly of their open-handed liberality for the cause, confined though it naturally was strictly to their own community. The Arya Samaj have been specially prominent, and were all communities of the same mind as they, little would be left for Government to do except to provide facilities for examination. The Hindus, however, form only some 6 per cent. of the population of the Province, and the Mussalmans, who form 94 per cent., have always preferred the sword to the pen. During the past ten years, however, the comparative isolation of the trans-Indus tracts from the rest of India has been, to a large extent, broken down, and Mussalmans see that if they are to compete with the Hindus on equal terms in politics, in business, or for the loaves and fishes of Government service, education is for them a vital necessity. It is true that among the small educated class of Muhammadans there is a selfish minority who resist the raising of the proletariat, and urge that the spread of education will endanger the ancient fabric of society by filling the brains of the children of agriculturists with ambitious ideas above their station, and thus unfitting them for the work of hewers of wood and drawers of water to the rich. These, however, are, outwardly at least, in a minority, and the real leaders of the people and of society have outgrown the selfish prejudices of the few, and have preached steadily, in season and out of season, that education means advancement, and that without it, in all professions, even that of arms, the illiterate is hopelessly handicapped. For the last four years I have been greatly struck with the cry for educational facilities put up in every village, however remote. Unfortunately, as I have said above, the head of the Province had merely a nominal educational adviser during the long absences of Dr. Stein, whose place was held by a succession of Indian Educational officers, without exception Punjabees, who did their best, but who disliked what was to them foreign service, whose one idea

was to get back to the Punjab, and whose efforts were directed to increasing during their tenure of office the number of schools without much regard to quality.

Being myself a firm believer in the intellectual capacity of the Pathan and in the civilizing influence of the spread of education amongst a lawless people, I endeavoured in the course of my earlier tours to acquaint myself with the state of education in rural areas, and was deeply disappointed with the result. Many schools shown with pride in the returns as having been established in recent years were wretched beyond degree. A Punjabee teacher, with little or no knowledge of Pushto, drawing Rs. 6 or Rs. 8 a month—less than the pay of a sweeper—with practically no qualifications for teaching, and combining with his educational work the functions of postmaster, unlicensed petition-writer, shopkeeper and private secretary to the local Khan, represented in many cases the entire teaching staff of what appeared in the annual returns as a flourishing school with 30 or 40 pupils. The system of inspection was so lax that it is probable that in hardly any case were the figures of attendance correct, and the education thus offered was a sham. Since, however, the creation of an Educational Department of the Government of India a very great change has come over all matters educational. Mr. J. A. Richey, M.A., was appointed in January 1911 as Director of Public Instruction, and the progress made in the short period which has elapsed since his appointment can be judged from his very modest Report. We have now a definite programme, every effort is made to increase the standing and position of school masters, and without any great or dramatic change we are endeavouring to supply education to meet the ever-growing demand. Our desire is not to be brilliantly successful with a few selected schools or merely to aim at the higher education of picked scholars, but rather to lay the foundations of an educational system, the result of which will be apparent many years hence. We hope eventually to provide every village with a Primary School on demand; a proportion of the scholars of these Primary Schools will go on to the Middle Schools and a percentage of those of the Middle Schools will go on to the High Schools, being aided, wherever necessary, by scholarships which will in the future only be given to those who are really in need of pecuniary assistance—in the past scholarships having often been given to those who are fortunate enough to possess relatives who are members of District Boards or who have some other pull. From the High Schools we shall get our College students and select our future generation of teachers, training them ourselves at the Peshawar Normal School, and shall thus in time get a class of Primary teachers of good standing, conversant with the language of the country and in touch with the parents instead of the dregs of the Punjab, which is all we could expect to get before on the miserable pay offered.

The Government of India have been most generous to us and our progress is now limited less by money considerations than by the lack of a reliable agency for building and by the difficulty of obtaining good teachers. We are considering the advisability of appointing a special Engineer with a small staff for the purpose of building the many hundreds of schools in our programme, and we are contemplating the considerable enlargement of the number of students in the Normal School to cope with the demand for teachers. Without losing sight of the value of higher education, I am impressed with the supreme importance of the very liberal extension of Primary Schools. We hope to open new Primary Schools at the rate of at least 100 a year for the next five years, and will do even more than this if possible. The old system, by which village schools were built by the District Board, has quite broken down, contracts have been given which were executed without supervision, and in many cases new buildings were uninhabitable and even dangerous within a few months of their being opened. Our system now is to open a Primary School in any village where the people ask for one. It will be located at the start either in a hired building or in a building given by the villagers, who are usually ready to provide one. If the attendance at the school, which is now carefully checked, proves that the demand is real, we build in place of the hired building a suitable school

on a type plan. At present the demand for new schools is greater than we can cope with, but expansion is steadily striving with it, and when the time arrives for the next quinquennial report, the reproach of want of interest in matters educational should have been wiped out.

Although much has been done, much remains to do. With increasing numbers of schools the supervising staff must grow in proportion, otherwise we shall have waste and laxity of supervision. Already the inconvenience of sharing with Biluchistan the services of the Director of Public Instruction is acutely felt, and I am addressing the Government of India on the subject of obtaining the services of Mr. Richey exclusively for this Province. There is more than enough work for a whole-time man, and it is ridiculous that Mr. Richey should have to inspect and direct education at places which are as far apart as are London and Warsaw.

Also there is urgent need of revision of text-books. We are at present using those issued in the Punjab and, from personal study of them, I have satisfied myself that they are out of date and in many cases wholly unsuitable. Without claiming for myself any exceptional educational qualifications, I certainly consider that English prose or poetry, which small Pathan boys have to learn, should be of such a nature that I can understand it without difficulty. I have, however, in many cases had to listen patiently to recitations which appeared to me to be absolutely unintelligible nonsense, although they were correct according to the book. Moreover, owing to their antiquity, the text-books contain a good deal of incorrect information; for example, a lesson on gold read in the fourth Primary class dwells at a great length on Californian gold, mentions Australian gold as of recent discovery and omits all mention of South Africa. Most English readers in use are not suitable for Indian schools, and this is especially the case with regard to the poetry they contain. Neither lullabies to infants, nor poems on English flowers are attractive subjects for recitation by Pathan boys of 16 years of age, yet, owing to their presence in the official text-books and to their easiness, they are frequently selected by the teachers for this purpose. In the course of the coming year we must work out a series of intelligent and intelligible text-books, and it may be necessary to appoint an officer on special duty to assist the already hard-worked Director of Public Instruction in this matter.

The North-West Frontier Province contains only five districts with a population of $2\frac{1}{4}$ millions: it has also a hinterland of five Agencies with a population of about $1\frac{3}{4}$ millions. The latter need hardly be considered for the present, as education in the independent areas will only make progress by force of the example of the districts. The five districts form a compact and reasonable charge; all district officers and heads of departments are taking a warm interest in education, and the best elements of both the Mussalman and Hindu communities are working hard in its cause. With a continuance of the generous help now given by the Government of India in the Education Department, it should be more possible to make this a model educational Province than can be the case in the other huge divisions of India. With the Government of India, missions, private individuals and Indian societies working together, I look forward to seeing at least one Primary School in every village, a Middle School within easy reach of every village, High Schools in all cities and at the capitals of all sub-divisions, and above them, competing in friendly rivalry, the Edwardes Mission Arts College and the Provincial Islamia Arts College, both affiliated to the Punjab University.

In conclusion, I can only express the hope that all district officers will read carefully Mr. Richey's interesting Report and will use their influence to assist him and his officers to further the cause of education, and I must express to Mr. Richey my very sincere thanks for his unwearying labours and very cordial co-operation.

G. O. ROOS-KEPPEL,

Chief Commissioner,

North-West Frontier Province.

NATHIAGALI:

The 30th September 1912.

N.-W. F. P. Govt. Press, Peshawar.—267 S. to C. C.—11-10-12—270.

INTRODUCTION

to the Annual Report on Public Instruction in the North-West Frontier Province for 1911-12.

It will be seen from the detailed Report that the first four years of the quinquennium were marked by no new development in education in this Province; and that the annual increase in the number of pupils attending school did little more than keep pace with the natural growth in the number of inhabitants. This stagnation was chiefly due to two causes—(*i*) the unsatisfactory nature of the Educational administration, (*ii*) the lack of funds for further extension.

(*i*) The officers in charge of education in this Province were temporarily appointed from the Punjab, and looked to that province for further promotion. They were therefore not inclined to propose any general schemes for the advancement of education in this Province, the carrying out of which they did not expect or hope to superintend.

(*ii*) After the Imperial grant of Rs. 40,000 was absorbed in the establishment of the Normal School and the opening of some additional Primary Schools, there was no source from which to look for further funds for education, since District Boards were already spending all that they could afford in maintaining existing institutions. Nor did the Provincial Government feel justified in asking the Imperial Government for any special grants for education in default of any properly matured schemes for its expenditure.

The separation of the administrative control of the Education Department of this Province from that of the Punjab synchronised with the establishment of the Education Department of the Government of India, while in the same year the finances of the Province were provincialised. Thus the Local Government was enabled in the last year of the quinquennium both to find funds for the improvement and reorganisation of existing educational institutions in the Province and to embark on a definite policy of expansion under the guidance and with the financial aid of the Government of India, and without being bound by the educational policy followed in the Punjab, in which province the conditions of education are in many ways dissimilar.

Finance.—In the first place the Local Government recognised that the additional funds needed for the improvement and expansion of education could not be met by further taxing the resources of Local Bodies, *i.e.* District Boards and Municipal Committees. An old regulation under which District Boards were required to set aside 25 per cent. of their income annually for expenditure on education had not worked satisfactorily and had been abrogated in 1910. Although District Boards continued as a rule to allocate even more than this percentage of their income for education, they did so only at the expense of other legitimate claims on their resources; and the annual fluctuations in their educational budgets gave rise to constant difficulties, a good year tempting District Boards to incur recurring expenditure which they found themselves subsequently unable to meet. The Local Government has therefore introduced from April 1st, 1912, a system by which a fixed amount, calculated at 25 per cent. of its average annual income during the past quinquennium, must be allotted annually by each District Board for education. More than this District Boards will not be required to provide for this purpose until there is some appreciable enhancement in their revenues. All additional sums needed for the improvement and expansion of education will be met by special contributions from Provincial funds.

Municipalities, on the other hand, are burdened with the maintenance of the Municipal Board High Schools, and the additional sums which they find themselves able from time to time to spare for education are absorbed in further

strengthening these expensive institutions, with the result that they have been unable to devote money or thought to the needs of primary education, which should have the first claim on the attention of a Local Body. The Provincial Government has therefore asked the Government of India to supply it with sufficient funds to provincialise the Municipal High Schools; and if this measure is approved the resources and energies of Municipal Committees will be set free to improve and extend primary education in the towns of the Province.

The Local Government having thus shouldered the financial responsibility for the development of education, the question of improving the condition of existing institutions was first taken up in order that a standard of efficiency might be established to form the basis for future development.

Primary education was naturally the first concern of the Local Government, and the measures already taken for its improvement have been described in Chapter I of this Report. They are recapitulated here together with the schemes proposed for the further extension of Primary Schools in order to show that they form part of a consistent policy :—

(*i*) The Primary course has been revised, and made as practical as possible, English being entirely eliminated, and the number of standards in a Primary School being reduced from five to four.

(*ii*) Primary education has been made entirely free.

(*iii*) In order to improve the quality of teaching, the Local Government has proposed to the Government of India the appointment of (and has temporarily appointed) two Inspectors of Schools, who will relieve the District Inspectors of their administrative and clerical duties and set these officers free to exercise a greater supervision over the instructional condition of the schools they inspect.

(*iv*) The Local Government has submitted to the Government of India proposals for the opening of 450 new District Board Primary Schools in the Province. The localities for these new schools have been determined, and after a careful scrutiny of the centres of population, each proposed school serving an area from which not less than 40 boys of school-going age can be collected.

(*v*) A proportionate increase in the facilities for primary education in Municipal areas has been proposed by relieving the Municipal Committees of the cost of maintaining the Municipal Board High Schools and by ear-marking the Municipal funds thus set free for primary education.

(*vi*) In order to cope with this expansion the Local Government propose to raise the number of stipends at the Normal School from 60 to 100. Since qualified candidates will not be immediately available for the full number of stipends, the vacant stipends will be given to candidates with inferior qualifications who have served a satisfactory period of probation as assistant teachers. Meanwhile the removal of the Normal School to the *Mihman Khana* will show the public the importance in which an institution for the training of teachers is held by Government.

(*vii*) The status of the primary teachers has been much enhanced by the formation of the Elementary Teachers' Service.

It will be noted that for the further extension of primary education, the Local Government propose to rely entirely on the agency of schools under public management. The grant-in-aid system for Primary Schools has never taken root in this Province, and the increase in the number of pupils attending Board Schools during the quinquennium with the corresponding fall in the number of Private Schools testifies to the popularity of the former, while there can be no question as to their superior efficiency.

The result of these measures and proposals, if accepted, will be to place within the reach of nearly every boy in the Province, however poor, a good elementary education in the vernacular, which can be completed in four years; and at the time to improve the quality of work in Primary Schools not only by increasing the efficiency of the inspection, but by holding out practical incentives to teachers to do good work.

Secondary Education.—The facilities for Anglo-Vernacular education in the Province are already very considerable when compared with those for vernacular education, and the Local Government has decided that with the opening of one additional High School at Mardan (proposals for which have been submitted to the Government of India) all legitimate aspirations for an English education can be met, at any rate for the present, by the existing institutions.

Vernacular Middle education is, however, capable of further expansion, and the Local Government are opening at once five additional Vernacular Middle Schools, one in each district, at suitable centres.

The measures taken to improve the condition of existing Secondary Schools have already been described. They consist of the introduction of a new curriculum for Vernacular Middle Schools, the introduction of a standard staff into all Middle Schools, ~~to~~ the postponement of the teaching of English until the Middle Department, the introduction of a uniform and higher rate of fees in Anglo-Vernacular Schools. The last mentioned measure should enable institutions under private management, which have to rely largely on their income from fees, to maintain a more adequate scale of staff and expenditure.

Two other important measures are now under consideration—(*i*) the provincialisation of Municipal High Schools, proposals for which have been submitted to the Government of India; (*ii*) the revision of grant-in-aid rules.

The first measure, which includes a complete revision and assimilation of the scales of staff in the five existing High Schools and the proposed school at Mardan, should have a very marked effect in the improvement of High School education in the Province.

The need for the second measure has been pointed out in the section dealing with aided schools (Chapter III—3), and it is hoped that the revised regulations will considerably raise the standard of efficiency in aided institutions.

In order that the facilities for secondary education may be more uniformly distributed over the Province, the Local Government has revised the scholarship regulations. The number of scholarships awarded in each district has hitherto depended chiefly on the resources of the District Boards, with the results that scholarships were most unevenly distributed over the Province. A revised distribution according to a population basis is being introduced and new regulations for their award at the same time being issued. One important feature of the scholarship regulations deserves notice, namely the introduction of poverty as a qualifying condition, the Local Government considering that it is not justified in expending public funds in paying for the secondary education of boys whose parents are in a position to afford them this education without pecuniary aid.

Collegiate Education.—With the capital grants amounting in all to about Rs. 25,000, and the recurring provincial grant which was doubled in 1911 and now amounts to Rs. 2,400 per annum, the Edwardes Church Mission College is now well able to pay its way and has been able to so far strengthen its staff and to obtain affiliation to the B. A. standard in 1911.

The movement for the foundation of an Islamia College in the Province has been described (Chapter IV-1-b.). To this movement the Local Government has lent a warm support. The Committee of the new institution has consulted the Government before taking any step of importance and has loyally followed its advice.

With the foundation of the Islamia College, the needs of the Province in the matter of collegiate education will be fully met.

The present policy of the Local Government may therefore be summarised as a wide diffusion of free primary education by means of District Board and Municipal schools, the consolidation and reorganisation of existing facilities for secondary education, and the encouragement of local effort for the extension of collegiate education on popular lines. As previously pointed out, the policy with regard to education outlined was only adopted by Government towards the close of the quinquennium under review, and the measures described, with few exceptions, do not come into effect until after the close of the quinquennium. Their inclusion in this Report appears, however, to be justified by the fact that by the end of 1911 this policy had definitely been adopted, and the measures with which it is to be carried out had already been framed and partially brought into effect.

PESHAWAR :
The 25th September 1912.

J. A. RICHEY,
Director of Public Instruction,
N.-W. F. Province and Baluchistan.

N.-W. F. P. Govt. Press, Peshawar.—267 S. to C. C.—11-10-12—270.

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WEST FRONTIER PROVINCE

FOR THE

QUINQUENNIUM FROM APRIL 1ST 1907

TO

MARCH 31ST 1912.

I.—GENERAL.

Form of report.

1. This report is quinquennial and covers the period from April 1st, 1907, to March 31st, 1912. It consists of (*i*) a general chapter showing the development in education throughout the quinquennium; (*ii*) chapters dealing shortly with the different classes of institutions; (*iii*) statistical tables for 1911-12

Changes during the quinquennium.

2. During the greater part of this period the Education Department of the Province was administered by officers in the Punjab Educational Service of the rank of Assistant Inspectors. Such changes in organisation, curricula, etc., as were introduced in the Punjab were introduced at the same time into the schools in the North-West Frontier Province and circulars and regulations issued by the Director of Public Instruction, Punjab, were also applicable to the educational institutions in this Province. In January 1911, the post of Director of Public Instruction for the North-West Frontier Province and Baluchistan was created, and since that date the close connection between the educational organisation of the two provinces has ceased to exist, although the regulations of the Punjab Education Code still hold good in most particulars for the educational institutions in this Province.

The changes introduced with common effect in the educational system of the Punjab and the North-West Frontier Province during the period extending from April 1907 to January 1911, were not very numerous or important, and were chiefly confined to details of discipline and curricula It may be of interest to preface this report by noting the changes introduced into this province, which now differentiate the system of education in it from that obtaining in the Punjab The majority of these changes take effect from April 1st, 1912, and therefore do not properly fall within the period under review, but since they were sanctioned by the Local Government during 1911 and are based on the needs disclosed by the working of the education system during the quinquennium under review, omission to mention them would give a false idea of the present position of education in the province.

(*i*). All certificated Primary teachers in the employment of District Boards in the Province have been placed in a single graded service, called the Elementary Teachers' Service, containing four grades, Rs. 14, 16, 18, and 20.

A teacher is entitled to promotion, provided that there is a vacancy in the number of posts in the higher grades, after five years' approved service in one grade. A teacher ordinarily obtains a certificate by spending one year of training at the Normal School, Peshawar, (the qualification for admission to which is the Vernacular Middle examination), and by passing the examination at the conclusion of the Normal School course. But in justice to successful but less qualified teachers, special certificates have been awarded to teachers of long standing and satisfactory service, whose age and educational attainments disqualify them for admission to the Normal School. Such certificates qualify teachers for admission to the Elementary Teachers' Service.

Further a limited number of personal allowances of the value of Rs. 5 has been instituted for teachers of very long and approved service. The average length of service of the present recipients of these allowances is 27 years.

These measures came into effect on October 1st, 1911. There is no doubt that they will do much to increase the popularity of the teaching profession and to enhance the respect in which it is held by the general public. They have already had a decided effect in stimulating the efforts of teachers, who previous to their introduction received little recognition for their services, in many cases lingering on salaries of eight and ten rupees for ten or twenty years.

(*ii*). The salaries of superior teachers in Middle Schools under the management of Municipal and District Boards have also been revised, and the opportunity was taken to introduce a standard scale for such schools which is as follows:—

Anglo Vernacular Middle School Staff.			*Vernacular Middle School Staff.*		
		Rs. per mensem.			Rs. per mensem.
1	Senior Anglo-Vernacular	... 60—5—80	1	Senior-Vernacular	... 35—5—50.
2	Junior do.	... 40—5—50 each	1	Ditto	... 20—5—30
1	Senior Vernacular	... 35—5—50	3	Teachers in Elementary Teachers' Service.	
2	Do. do.	... 20—5—30 each	1	Pupil Teacher.	
3	Teachers in Elementary Teachers' Service.				
1	Pupil Teacher.				

N. B.—A pupil teacher is ordinarily a youth awaiting admission to the Normal School.

Special recurring contributions are made to the District Boards and Municipalities in order to enable them to maintain the minimum scale. But they are required to provide additional teachers when the standard staff is inadequate for the enrolment.

(*iii*). The number of classes in a Primary School or Department has been reduced to four with effect from April 1st, 1912. As pointed out in the last year's Administration Report, inspite of an annual increase in the number of pupils attending Primary Schools, the number of pupils completing the primary course has not increased correspondingly; on the contrary the number of pupils in the Upper Primary Department during 1910-11 actually showed a decrease of 25 per cent. This clearly points to the fact which is corroborated by inspection that the majority of boys do not stay in a Primary School long enough to complete a five standard course Inspection has further proved that a single teacher, (and the majority of rural Primary Schools are in the charge of a single teacher) is not capable of teaching five classes efficiently. It is hoped that the reduction in the number of classes will lead to a corresponding increase in the efficiency of the teaching.

The total number of school standards has not been reduced ; but the former 5th Primary Class has been converted into the First Middle Class in Middle and High Schools, the Primary Department now consisting of four classes, the Middle Department of four classes, the High Department of two.

(*iv*) The alteration in the number of classes in Primary Schools has necessitated a revision of the primary curriculum. The new curriculum has been made, as far as possible, practical and self-contained for the sake of that large majority of primary pupils, who do not proceed with their education beyond the primary stage. The curriculum of Vernacular Middle Schools has also been revised.

(*v*) The revised primary curriculum has been made applicable equally to rural schools and to the Primary Departments of Anglo-Vernacular Schools. This has entailed the postponement of the commencement of English from the IV Primary Class to the 1st Middle (the old 5th Primary Class). The English teaching in the IV Primary classes of Anglo-Vernacular Schools has always been conducted by ill-qualified teachers on methods anything but modern. It is believed that boys coming after a fourth year of good grounding in vernacular subjects, to a class conducted, as the 1st Middle will be, by a qualified teacher will make more rapid progress than was possible under the old system since they will be of a better age to commence the study of a foreign language. This step will also have the effect of placing all boys completing the primary course on an equal footing. Hitherto boys coming from Vernacular Primary Schools were obliged to spend a whole year in the study of English in a junior special class in order to reach the standard of boys promoted from the Primary Department of an Anglo-Vernacular School. Thus a year of school life has been saved to the ordinary pupil coming from a rural school.

(*vi*) This identification of the curricula of all primary institutions, has rendered possible the introduction of free Primary Education. In other Provinces where efforts have been made to introduce this measure, it has only been extended to students of Primary Schools proper, leaving unaffected the large number of boys, constituting indeed the majority of boys in urban areas, who attend the Primary Departments of Secondary Schools. The difficulty in the way of its extension to these primary departments has been no doubt the presence of English in their curriculum and its consequent differentiation from that of the ordinary Vernacular Primary School.

Since this obstacle no longer exists in this Province, free education has been introduced with effect from April 1st, 1912, into all Primary Schools and Departments under public management and has also been adopted by practically all the recognised institutions under private management, although such institutions are permitted to levy fees if they so desire it, either for the purposes of revenue or in order to limit the numbers or quality of the pupils admitted.

Grants are made to District Boards from Provincial Revenues to cover their loss of fee receipts.

(*vii*) In order to save institutions under private management from the loss of revenue which would be entailed by the adoption of free Primary Education, simultaneously there has been introduced another measure of reform, the need for which had been urged by Headmasters and Educational Officers for the past four years, namely the unification of the fee rates for Secondary Departments throughout the Province. Hitherto different rates of fees have been levied without any adequate reason in the different districts of the Province, these rates varying so much that a boy reading in the top two classes of a High School at Dera Ismail Khan might pay only Re. 0-12-0 and Re. 0-10-0 per month, while in Peshawar the minimum rates for those classes were Rs. 3 and Rs. 2-8-0. A uniform scale of fees has been introduced with effect from April 1st, 1912, which, except in the case of Vernacular Middle Schools, is

also higher on the average than that previously current in any district. It is as follows :—

			Non-Agriculturists.		*Agriculturists.*
High Department	...	VI	... 3 8 0	...	... 2 4 0
		V	... 3 0 0	...	... 1 14 0
Middle Department	...	IV	... 2 4 0	...	... 1 6 0
		III	... 1 14 0	...	... 1 2 0
		II	... 1 8 0	...	... 0 14 0
		I	... 1 0 0	...	... 0 10 0

N. B.—The definition of 'agriculturist' has been revised in order to exclude rich landowners.

The system of charging higher grades of fees to parents with larger incomes has been abolished, since its only possible justification, the necessity of securing a larger income from fees, no longer exists.

In view of the special concession made to agriculturists, admittedly the most backward portion of the population, the number of free-studentships (whether whole or partial remissions) has been reduced to 10 per cent. of the total number of students enrolled in the Secondary Department.

It is interesting to note that the increased revenue derived from the enhanced rates in the Secondary Departments has, at the time of writing, been shown to much more than cover the loss sustained by the abolition of fees in the Primary Departments: and that in spite of the enhanced rates and the reduction in the number of free-studentships, there appears to have been an unprecedented increase in the number of students attending Secondary Departments.

(*viii*). Owing to the deterioration in the standard of the students entering the High Departments, local Headmasters organised in 1911 an Anglo-Vernacular Middle standard test examination. This examination was departmentalised and held for the first time as a Public Examination in March 1912. The work of the students in school during the past year is taken into consideration in assessing their merits and great stress is laid on the oral part of the examination, the English portion of which I conducted personally in all but two schools in the Province. Although the examination, being held for the first time, was leniently conducted, the result has been to eliminate a large number of students who would otherwise have been promoted. The beneficial result in improving the work of the High Department, and in increasing the percentage of passes in the matriculation examination can only be judged after a few years' working.

Other steps which have been taken to improve education in the Province are :—

(*ix*). The removal of the Normal School in October 1911 from its unsuitable quarters in a hired *serai* to the building formerly known as the Mihman Khana, generously placed at the disposal of the department by the Local Government. This magnificent two storied structure is capable of housing 100 boarders, and also providing sufficient class-room accommodation for the students of the practising school. It is very favourably situated immediately outside the walls of Peshawar City in pleasant grounds.

(*x*.) A special class was opened at the Normal School in June 1911 for teachers not possessing the usual qualifications for admission, but who had shown special fitness for teaching after several years of service. Students passing successfully at the conclusion of the course, are awarded salaries of Rs. 12 to commence with and after two years' further approved service are entitled to special certificates and inclusion in the Elementary Teachers' Service. This class has proved very popular.

(*xi*). A special grant of Rs. 58,000 was made by the Imperial Government in March 1911 for the erection of Primary School buildings. A type plan for a rural Primary School buildings was prepared, and some 35 school buildings were erected costing on an average about Rs. 1,100 each, while many other school buildings were repaired or enlarged from this grant.

Special grants were also made from Provincial Revenues for the erection or extension of buildings for Vernacular Middle Schools at Charsadda, Swabi, Chawdhawan, Lakki, Mansehra, Kotnajibullah, Teri and Hangu.

(*xii*). A movement for the foundation of an Islamia College, Peshawar, was initiated by the leading Muhammadans of the Province in 1909. This scheme took more definite shape in 1911 and subscriptions amounting to over eight lakhs of rupees were collected, a site was purchased near Peshawar, and detailed proposals were prepared for the approval of the Government of India.

Number of institutions and scholars.

3. The following tables show the number of institutions and scholars in the Province, year by year, from 1907 to 1912:—

MALE.

Year.	Number and kind of institutions.							Number of scholars in each kind of institutions.						
	Arts College.	High Schools.	Middle Schools.	Primary Schools.	Training Schools.	Private Schools.	Total.	Arts College.	High Schools.	Middle Schools.	Primary Schools.	Training Schools.	Private Schools.	Total.
1907-08 ...	1	12	14	256	1	569	853	22	3,562	2,412	11,274	53	8,938	26,261
1908-09 ...	1	12	15	254	1	551	834	22	3,617	2,562	11,378	51	8,202	25,832
1909-10 ...	1	12	17	267	1	515	813	19	4,255	3,192	12,069	54	7,246	26,835
1910-11 ...	1	12	17	264	1	570	865	22	4,486	3,324	13,034	53	7,417	28,336
1911-12 ...	1	12	18	260	1	470	762	38	5,146	3,864	14,129	59	7,227	30,463

N. B.—It is impossible to distinguish between Upper and Lower Primary Schools. All Primary Schools may be classified as Upper Primary.

FEMALE.

Year.	Number and kind of institutions.				Number of scholars in each kind of institutions.			
	Middle.	Primary.	Private.	Total.	Middle.	Primary.	Private.	Total.
1907-08	1	24	91	116	211	1,337	1,434	2,982
1908-09	1	23	96	120	267	1,338	1,454	3,059
1909-10	1	25	75	101	297	1,576	1,337	3,210
1910-11	1	27	83	111	318	1,775	1,462	3,555
1911-12	1	28	110	139	322	1,925	2,201	4,448

The percentage of scholars attending school to those of school-going age is as follows :—

Year.	Name of District.				
	Hazara.	Peshawar.	Kohat.	Bannu.	D. I. Khan.
1907-08	6·9	7·4	7·5	16·7	12·2
1908-09	6·5	7·4	7·0	16·9	12·7
1909-10	6·7	7·3	7·5	16·7	15·2
1910-11	7·8	7·5	7·9	15·9	16·6
1911-12	8·1	8·3	10·2	16·6	18·3

Proportion of all scholars in the North-West Frontier Province to the population of school-going age :—

1907-08		1911-12	
Boys.	*Girls.*	*Boys.*	*Girls.*
15·10	2·6	17·2	2·9

N. B.—The percentage in the above tables is calculated in 1907-08 on the Census figures of 1901, and in 1911-12 on the Census figures of 1911.

The following table shows the classification of scholars according to race or creed :—

Year.	Creeds.								
	Muhammadan.	Non-Brahman Hindu.	Brahman.	Sikh.	Native Christian.	Parsi.	Others.	European and Eurasian.	Total.
1907-08 ...	20,606	6,689	712	1,200	30	1	5	...	29,243
1908-09 ...	20,380	6,751	620	1,109	27	...	4	...	28,891
1909-10 ...	21,135	7,221	623	1,031	35	...	...	...	30,045
1910-11 ...	22,476	7,637	696	1,046	35	...	1	...	31,891
1911-12 ...	24,620	8,219	825	1,207	39	...	...	1	34,911

The most satisfactory points that may be deduced from the above tables are :—

(*i*). The sudden and large increase in the number of scholars at the close of the quinquennium, and this in spite of the fact that there was a very large decrease in the number of private schools and no corresponding increase in the number of public institutions.

(*ii*). The awakening of the Muhammadan population to the need of education as evinced by the admission of over 2,000 additional Muhammadan pupils during 1911-12, an increase in one year equal to the total increase in the number of Muhammadan pupils in the whole period 1906—1911.

(*iii*). The corresponding increase of 20 per cent. in the number of girls attending school in the last year of the quinquennium.

The unsatisfactory features are :—

(*i*). The inability of District Boards to increase the number of Primary schools during the period under review owing entirely to their lack of funds.

(*ii*). The low percentages of attendance in the Hazara and Peshawar Districts, and the very slow rate of progress in the last mentioned district.

4. The following table epitomises the expenditure on education in the Province during the last quinquennium :—

Expenditure.

Year.	Sources.					
	Imperial.	Provincial.	District Funds.	Municipal Funds.	Fees.	Other sources.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1907-08	58,173	...	95,052	45,124	40,103	31,145
1908-09	80,152	...	82,926	54,587	40,357	61,102
1909-10	58,176	...	90,913	53,092	44,895	64,966
1910-11	58,215	76,391	92,344	61,322	46,903	53,186
1911-12	...	99,439	(*a*) 1,42,169	(*b*) 68,205	55,772	62,913

(*a*) Includes Provincial contribution of Rs. 21,910 recurring for improving the pay of teachers and Rs. 24,024 for buildings for Vernacular Middle Schools.

(*b*) Includes Provincial contribution of Rs. 15,158 for pensions of secondary teachers and Rs. 3,000 for building purposes.

From the year 1910-11, the revenues of the Province were provincialised and the sum of Rs. 58,215 which appears under the head of Imperial expenditure during that year, consists of a special grant, made by the Government of India for the construction of buildings for Primary Schools.

Percentages of expenditure on education to total incomes of District Boards (exclusive of Provincial contributions for education and fees.)

Year.	Hazara.	Peshawar.	Kohat.	Bannu.	Dera Ismail Khan.
1907-08	26·6	24·3	44·3	28·7	27·4
1908-09	29·0	25·7	29·2	23·4	20·2
1909-10	28·2	22·8	29·7	23·0	22·1
1910-11	28·9	23·3	28·0	24·4	26·1
1911-12	34·0	26·3	30·5	30·1	26·5

These figures show that District Boards after a slight falling off spent at the end of the quinquennium considerably more than the 25 per cent. minimum which used to be required of them. On the other hand, the fluctuating nature of their revenues, especially in the Dera Ismail Khan District, renders any system of expenditure based on percentage of revenue most unsatisfactory in its working. The Local Government has, therefore, with effect from April 1st, 1912, introduced the fixed allotment system ; District Boards being required to allot for education an amount calculated as 25 per cent. of their average income for the past five years. This amount is fixed for a term of years, and Provincial contributions will meet the difference between this fixed sum and the cost of education in each district. This system should both relieve Boards of constant financial worry, and free the Department from the fear of any District Board's closing down schools when its revenue is inadequate to meet the cost of maintaining them. In fact, it ensures that there will be no retrogression from the standard of educational expenditure already reached.

The expenditure in Municipal areas is largely confined to maintaining the Municipal Board High Schools as the following table will show :—

Year.	Expenditure.	
	Total Municipal Fund expenditure on education.	Net Municipal expenditure on 5 High Schools (exclusive of indirect expenditure fees, &c.)
	Rs.	Rs.
1907-08	45,124	27,274
1908-09	54,587	29,921
1909-10	53,092	30,959
1910-11	61,322	33,683
1911-12	68,205	36,719

In consequence of the tax on their resources imposed by the maintenance of the Municipal High Schools, Municipalities have not been able to devote sufficient attention to the needs of Primary Education.

The average cost of educating a pupil in the different classes of institutions is shown below:—

Average cost of educating a pupil.

Year.	Arts College.	Secondary School.	Primary School.	Training School.	Average cost of a pupil receiving instruction.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
1907-08	331 2 11	18 14 9	5 4 3	210 6 1	10 10 11
1908-09	427 3 6	18 5 8	5 6 10	250 14 9	10 15 3
1909-10	372 10 11	16 14 2	5 6 7	214 3 3	10 6 7
1910-11	551 0 9	17 0 6	5 3 4	222 11 10	10 8 2
1911-12	387 0 5	16 4 1	5 4 1	288 14 6	10 11 9

Finally the table on the opposite page gives a summarised comparison of the educational condition of the Province in the year 1906-07, the close of the last quinquennium, and 1911-12, the close of the present quinquennium.

GENERAL SUMMARY.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1911-12.	1906-07.	Increase.	Decrease.	1911-12.	1906-07.	Increase.	Decrease.	1911-12.	1906-07.	Increase.	Decrease.
PUBLIC INSTITUTIONS.									Rs.	Rs.	Rs.	Rs.
For Males.												
Arts Colleges { English ...	1	1	...	...	38	22	16	...	14,707	4,906	9,801	...
Arts Colleges { Oriental ...	...	...	...	...	...	...	...	...	...	...	...	...
High Schools	12	12	...	...	5,146	3,492	1,654	...	1,18,163	78,320	39,843	...
Middle Schools ...	18	14	4	...	3,864	2,268	1,596	...	32,232	19,721	12,511	...
Total Secondary Schools	30	26	4	...	9,010	5,760	3,250	...	1,45,395	98,041	47,354	...
Primary Schools ...	260	217	43	...	14,129	9,928	4,201	...	64,804	45,282	19,522	...
Total Schools for General Education ...	290	243	47	...	23,139	15,688	7,451	...	2,10,199	1,43,323	66,876	...
Institutions for Special Instruction	1	1	...	...	59	25	34	...	15,312	4,385	10,927	...
Total Institutions for General Education and for Special Instruction	292	245	47	...	23,236	15,735	7,501	...	2,40,218	1,52,614	87,604	...
For Females.												
High Schools	...	...	...	...	...	..	...	...	...	...	...	...
Middle Schools ...	1	1	...	...	322	182	140	...	1,841	1,134	707	...
Total Secondary Schools	1	1	...	...	322	182	140	...	1,841	1,134	707	...
Primary Schools ...	28	19	9	...	1,925	1,044	881	...	10,968	7,546	3,422	...
Total Schools for General Education ...	29	20	9	...	2,247	1,226	1,021	...	12,809	8,680	4,129	...
Schools for Special Instruction	...	...	...	...	...	...	...	...	...	...	...	...
Total Schools for General Education and for Special Instruction ...	29	20	9	...	2,247	1,226	1,021	...	12,809	8,680	4,129	...
Total Public Institutions for Males and Females...	321	265	56	...	25,483	16,961	8,522	...	2,53,027	1,61,294	91,733	...
Private Institutions.												
For Males	470	737	...	267	7,227	9,963	...	2,736	...	...	...	...
For Females	110	111	...	1	2,201	2,093	108	...	...	...	...	...
Total Males and Females	580	848	...	268	9,428	12,056	...	2,628	...	...	...	...
Grand Total of Institutions, Public and Private ...	901	1,113	...	212	34,911	29,017	5,894	...	...	...	...	...
Scholarships and Stipends ...	...	...	...	...	...	...	...	...	11,055	10,081	974	...
Other Charges ...	...	...	...	...	...	...	...	...	1,64,416	66,379	98,037	...
Grand Total of Expenditure	...	...	...	...	...	...	...	...	4,28,498	2,37,754	1,90,744	...
	Number of Scholars.											
High Stage ... { Boys ...	560	463	97	...	From Imperial Revenues ...				...	53,088	...	53,088
High Stage ... { Girls ...	...	...	...	...	„ Provincial Revenues ...				99,439	...	99,439	...
Middle Stage ... { Boys ...	1,761	1,185	576	...	„ District Funds ...				1,42,169	63,894	78,275	...
Middle Stage ... { Girls ...	25	17	8	...	„ Municipal Funds ...				68,205	42,068	26,137	...
Total ... { Boys ...	2,321	1,648	673	...	„ Fees { Tuition Fees ...				54,636	39,224	15,412	...
Total ... { Girls ...	25	17	8	...	„ Fees { Other Fees ...				1,136	387	749	...
Upper Primary* { Boys ...	3,934	3,126	808	...	„ Other Sources ...				62,913	39,093	23,820	...
Upper Primary* { Girls ...	226	148	78	...								
Lower Primary* { Boys ...	16,892	10,886	6,006	...								
Lower Primary* { Girls ...	1,988	1,089	899	...								
Total ... { Boys ...	20,826	14,012	6,814	...								
Total ... { Girls ...	2,214	1,237	977	...	Total ...				4,28,498	2,37,754	1,90,744	53,088

* Of both Secondary and Primary Schools.

II.—DIRECTION AND INSPECTION.

1. *Personnel.*—From the beginning of the quinquennium to January 1911, the educational staff of the Province consisted of an Officer in charge of Education, who was of the rank of an Assistant Inspector in the Punjab Provincial Educational Service, a Personal Assistant to this officer, five District Inspectors, and an Assistant District Inspector in the Peshawar District. In January 1911, a Director of Public Instruction was appointed for the North-West Frontier Province and Baluchistan and the Officer in charge reverted to the Punjab.

No changes in the inspection agency were made during the quinquennium and the officers employed remained members of the Punjab Educational Service, under the control of the Director of Public Instruction for the Punjab. This is naturally a very unsatisfactory arrangement for both provinces and proposals have been submitted to Government for the separation of the cadres. Owing to the small number of officers in this Province, it has been necessary to propose that the pay of each post should be incremental, in lieu of establishing a graded Educational Service.

2. *Character of work.*—The work of the Personal Assistant and of the other inspecting officers has been uniformly well reported on by the Officers in charge of Education, and I have found them keen and zealous in the discharge of their duties. But the lack of educational development, due largely to financial causes, throughout the quinquennium has had its effect in reducing their work to the nature of an annual routine, consisting of the inspection of statistics and results, and the preparation of reports. I should hesitate to say that any considerable improvement in the quality of the teaching in the schools under their charge has resulted from their inspections during the quinquennium. It is the instructional rather than the critical nature of their visits of inspection that will need particular emphasis in the immediate future.

The work of the following officers calls for special commendation, Mirza Ali Muhammad Khan, B. A., Personal Assistant to the Director, Sheikh Allah Din, B. A., District Inspector of Schools, Bannu, and Mir Karim Bakhsh, Assistant District Inspector of Schools, Peshawar.

III—INSTITUTIONS CLASSIFIED BY MANAGEMENT.

1. *Schools under District Boards.*—The following table shows the number of District Board Schools year by year and the attendance of scholars:—

Year.	Number of Schools under the direct management of District Boards.					Number of Scholars in				
	Anglo Vernacular Middle.	Vernacular Middle.	*Primary.*		Total.	Anglo Vernacular Middle.	Vernacular Middle.	*Primary.*		Total.
			Boys.	Girls.				Boys.	Girls.	
1907—08	3	8	209	2	222	775	1,101	8,705	55	10,636
1908—09	3	9	206	2	220	794	1,258	8,790	47	10,889
1909—10	3	11	216	2	232	902	1,692	9,322	57	11,973
1910—11	3	11	214	3	231	976	1,717	9,878	87	12,658
1911—12	3	12	210	3	228	1,103	2,045	10,768	109	14,025

It is regrettable that during the quinquennium very little had been done to provide these schools with decent buildings, until the receipt of the Imperial grant of Rs. 58,000 in March 1911.

The Middle Vernacular Schools are all in District Board buildings. In 1911, special grants were given by the Imperial Government for the improvement and enlargement of eight of these buildings, and the Peshawar District

Board itself found funds for the erection of a new building at Nowshera, so that when the building operations now in progress are completed, the Middle Schools should be able to provide sufficient accommodation for the number of pupils likely to attend them in the near future.

The case is different with the Board Primary Schools.

The Rs. 58,000 grant was disposed of as follows:—

1.	Hazara ...	Rs.	11,000
2.	Peshawar ...	,,	22,000
3.	Kohat ...	,,	7,000
4.	Bannu ...	,,	12,000
5.	Dera Ismail Khan	,,	6,000
		Total Rs.	58,000

After the expenditure of the grant there remain ninety Board Schools held in rented premises, very often unsuitable and generally inadequate.

It will be seen that the provision of adequate school buildings for the existing Primary Schools is a matter of urgent necessity; much more so when the new schools which are being or about to be opened, are taken into consideration. Although new schools may be housed in rented or rent free buildings for a year or two till their permanency is established, at the present rate of progress there will still remain at the end of that period a number of the older well established schools in need of permanent housing. Now that the opening of new Board Primary Schools has commenced, this housing problem is a question that must be seriously faced.

On the other hand, the equipment of Board Primary Schools is generally quite satisfactory. Alterations were made in the year 1911 in the methods of procedure between the Boards and the Education Department, which have relieved the former of many of the difficulties of management which can more satisfactorily be dealt with by a single executive officer, such as the Director; while the Boards still retain of course, their general control over these institutions.

It is satisfactory to note that the average attendance at a Board Primary School has increased during the quinquennium from 41·6 to 51·2. In this Province the rural population has congregated as a rule in large villages for the purposes of mutual protection. The conditions are, therefore favourable for the growth of large Primary Schools, and there is no reason why, when the advantages of Primary Education are better realised, most of the Board Schools should not double their enrolments without drawing boys from elsewhere than the immediate vicinity of the school.

2. *Schools under Municipal Boards.*—The following table shows the number of schools under Municipal Committees year by year and the attendance of scholars :—

	Number of Schools.						Number of Scholars.					
Year.	High.	Anglo Vernacular Middle.	Vernacular Middle.	*Primary.*		Total.	High.	Anglo Vernacular Middle.	Vernacular Middle.	*Primary.*		Total.
				Boys.	Girls.					Boys.	Girls.	
1907-08	5	1	2	5	6	19	1,630	254	282	429	486	3,081
1908-09	5	1	2	5	8	21	1,594	221	289	401	596	3,101
1909-10	5	1	2	4	8	20	1,831	279	319	222	628	3,999
1910-11	5	1	2	4	8	20	1,805	283	348	262	606	3,304
1911-12	5	1	2	4	8	20	1,918	336	380	266	696	3,596

There are eight Municipal Committees in the Province which maintain each one secondary school, the status of which is determined by the size and status of the Municipality. Three of the larger Municipalities also maintain branch Primary Schools.

It will be recognised at once that the provision for Primary Education in Municipalities is consequently inadequate, though the Municipal Schools are supplemented by privately managed, usually denominational, aided schools.

The consequence has been a large overcrowding in the Primary Departments of the Municipal High Schools, which without exception are inadequately housed.

The Peshawar Municipality has acquired a large and suitable site for the erection of a new High School but has not hitherto proceeded further in the matter of building.

A scheme was formulated at the close of the quinquennium for the provincialisation of the Middle and High Departments of Municipal High Schools. With the introduction of a single vernacular curriculum for all Primary Schools and Departments the close connection between the secondary and Primary Departments of High Schools has ceased to exist. If the scheme is approved by the Government of India, the new Provincial High Schools will be housed in the existing buildings (save in the case of Peshawar where the High School will be housed in the building to be erected on the new site) and the Primary Departments will become Municipal Primary Schools, the expenditure of which the Municipalities are relieved being devoted at first to housing them in suitable quarters of the city and subsequently to the opening of new Primary Schools.

The staffs of the Municipal High Schools have been considerably strengthened during the quinquennium and a pension scheme was introduced in 1909 towards the cost of which Provincial revenues contribute Rs. 10,000 per annum.

Service under a Municipal Committee is however naturally not so attractive as Government service and since Anglo-Vernacular teachers have to be recruited from the Punjab, where the High Schools have been provincialised, considerable difficulty has been experienced in the recruitment of qualified teachers; while owing to the fact that each Municipal High School's staff is a separately organised unit with a special scale of pay, the transfer of teachers from school to school, when desirable, has been almost impossible.

3. *Aided Schools.*—The overleaf statement shows the number of Aided Schools year by year together with the number of scholors attending them and the grants, which they receive, distributed according to the authorities which issue the grants. It should, however, be noted that several institutions receive grants both from Provincial and from Municipal funds : such institutions have been shown both under Government-aided and Municipal-aided Schools. There is no such overlapping between Board-aided and Municipal-aided Schools, the indigenous institutions aided by District Boards being all situated in rural areas.

Statement of Aided Institutions.

Institutions aided by	Years.	College.			High Schools.			Middle Schools for Girls.			Primary Schools for Boys.			Primary Schools for Girls.			Indigenous Schools for Boys.			Indigenous Schools for Girls.			Total.		
		Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.
				Rs.			Rs.			Rs.			Rs.			Rs.			Rs.			Rs.			Rs.
Government.	1907-08	1	22	1,200	3	1,013	9,958	...	...	...	2	180	294	1	46	25	...	...	...	...	...	...	7	1,261	11,477
	1908-09	1	22	1,200	3	1,027	10,892	...	...	...	2	429	345	1	58	64	...	...	...	...	...	...	7	1,536	12,501
	1909-10	1	19	1,200	3	1,113	11,797	...	...	...	2	436	307	1	50	178	...	...	...	...	...	...	7	1,618	13,482
	1910-11	1	22	1,100	3	1,139	12,542	...	...	...	2	518	286	1	46	195	...	...	...	...	...	...	7	1,725	14,123
	1911-12	1	38	1,200	5	2,422	13,655	...	...	...	2	354	359	1	60	177	...	...	...	...	...	...	9	2,874	15,391
District Boards.	1907-08	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27	941	1,509	5	209	257	32	1,150	1,766
	1908-09	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26	902	2,413	4	165	359	30	1,067	2,772
	1909-10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37	1,254	2,560	6	196	342	43	1,450	2,902
	1910-11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33	1,305	2,630	6	325	472	39	1,630	3,102
	1911-12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	32	1,312	2,758	6	218	401	38	1,530	3,159
Municipal Boards.	1907-08	...	...	...	2	236	660	1	211	183	3	460	493	1	46	36	2	115	178	2	107	124	11	1,175	1,674
	1908-09	...	...	...	2	341	605	1	267	152	4	596	810	1	58	36	2	120	196	4	284	518	14	1,666	2,317
	1909-10	...	...	...	2	673	1,512	1	297	414	3	512	571	1	50	36	2	208	169	4	355	507	13	2,095	3,209
	1910-11	...	...	...	3	1,039	1,575	1	318	530	3	559	611	1	46	36	3	303	247	4	354	261	15	2,619	3,260
	1911-12	...	...	...	3	1,139	1,799	1	322	611	3	421	650	1	60	36	5	608	661	4	400	309	17	3,004	4,266

As noted in the last year's report the system of overlapping grants is very unsatisfactory and it is proposed to differentiate between the schools qualifying for aid from Provincial Revenues and those qualifying for aid from Local Funds. The former will naturally be Secondary Institutions and the latter Primary.

The grant-in-aid rules in force are those of the Punjab Education Code. Their effect during the quinquennium has been to gradually increase the grants earned by larger and wealthier institutions and to leave the less satisfactory institutions practically unchanged. The object of grant-in-aid from Public Funds should surely be to ensure the minimum of efficiency in institutions under private management supplying an educational need, which can not be met by institutions under public management in the same locality.

The question of revising the grant-in-aid rules in order to ensure this object is now being taken up.

A capital grant of Rs. 22,635 was made in 1907 for the erection of a new building for the Edwardes Church Mission College, Peshawar, and smaller grants for building purposes were made in 1911 to the Church Mission School, Bannu, the Victoria Bharatri High School and the Arya Kanniya Pathshala, Dera Ismail Khan and the Islamia Primary Schools at Kohat and Abbottabad.

4. *Private Schools.*—The following table purports to give the number of private institutions and scholars attending them :—

Year.	No. of schools.						No. of scholars.					
	Hazara.	Peshawar.	Kohat.	Bannu.	Dera Ismail Khan.	Total.	Hazara.	Peshawar.	Kohat.	Bannu.	Dera Ismail Khan.	Total.
1907-08	204	158	42	186	70	660	2,904	2,670	506	3,019	1,273	10,372
1908-09	193	158	36	190	70	647	2,624	2,670	405	2,772	1,185	9,656
1909-10	143	129	38	175	105	590	2,262	1,804	431	2,320	1,767	8,583
1910-11	147	123	40	165	178	653	2,149	2,022	480	2,179	2,049	8,879
1911-12	136	115	46	162	121	580	2,125	2,028	766	2,216	2,293	9,428

The returns for these schools are obtained by District Inspectors from Patwaris and are never very reliable. An institution with less than six scholars is not reckoned but as these schools do not keep regular registers and are not inspected the actual attendance at them is problematical.

It will be noticed that except in the Dera Ismail Khan and Kohat Districts the numbers both of schools and scholars, have largely decreased. This, is, no doubt, chiefly owing to the growing popularity of the Public Schools. For the curious increase in the Dera Ismail Khan District two chief causes may be assigned:—

(*i*) That given by District Inspector, namely that owing to the long periods of drought in that district, boys having no other work to do are sent to school.

(*ii*) The special keenness for education in that district, which is also evidenced by the large attendance at the Public Schools. Since the District Board has been unable to meet the demand by opening more Public Primary Schools, private schools have flourished.

Most remarkable is the decline in the number of so called Vernacular Schools, *i.e.* schools in which some instruction in the vernacular is given. At the close of 1906-07 there were 126 of these schools teaching 1,965 pupils, at the end of the quinquennium there were 41 of these schools teaching 794 pupils.

Of the remaining 539 schools no less than 449 (358 for boys and 91 for girls) teach the Quran by rote to 5,233 boys and 2018 girls respectively; 82 Schools with 1194 scholars profess to teach Arabic and Persian, while the remainder are Sanskrit Schools.

None of these schools, with the possible exception of 41 vernacular, can be reckoned as a factor in the breaking down of illiteracy in the Province. Their teachers, are, as a rule, without any general knowledge and very few of them are acquainted with Urdu.

That such a number of them continue to exist, I attribute to the fact that throughout the quinquennium there was practically no increase in the number of Public Primary Institututions.

IV.—INSTITUTIONS CLASSIFIED BY STANDARD OF INSTRUCTION.

1. *Arts College.*—The following table gives the figures of attendance, expenditure, and examination results of the Edwardes Church Mission College, Peshawar, the only collegiate institution in the Province :—

YEAR.	Number of scholars.	Total direct expenditure.	Results of F. A. Examination.
		Rs.	
1907-08	22	7,286	2/15
1908-09	22	9,826	6/9
1909-10	19	7,081	2/10
1910-11	22	11,572	2/8
1911-12	38	14,707	12/17

The staff consisted of two European and three Indian Professors and Lecturers up till the year 1911-12 when an additional European Professor was added.

The College building which is situated on a fine site in the cantonments about a mile from the city was completed in January 1910, the cost being met partly by subscriptions, partly from a grant by the Punjab University and partly from a grant of Rs. 22,635 from Provincial Funds. The building is well constructed and contains a large hall, a library and six lecture rooms. The furniture and equipment of the College are also of excellent quality.

A block of buildings containing accommodation for ten boarders was erected at the same time. An additional block providing accommodation for fifteen boarders was erected during 1911-12, towards the cost of which a Government grant of Rs. 2,000 was made. The College building with the two boarding houses form three sides of a quadrangle.

The College was affiliated to the Punjab University up to the F. A. standard till October 1911 when affiliation up to B. A. standard was accorded. Of the thirty-eight students at present on the roll, four are reading for the B. A. degree.

The examination results have not hitherto been satisfactory, owing partly to unavoidable changes in the staff.

(*b*) In 1909 a movement was set on foot by the leading Muhammadans of the Province to found an Islamia College and School for the Province. During the year 1911 subscriptions were collected in the various districts of the Province and the unanimity with which these were offered by all classes of the community was sufficient evidence of the popularity of the scheme. At the close of the period under review over eight lakhs had been subscribed, which considering the small number of inhabitants in the Province and their poverty is truly a remarkable sum to collect for such an object.

A site was selected by the committee on the Khyber Road some three miles from the cantonments and 121½ acres of well watered land purchased at the cost of Rs. 35,000. The foundation stone of the mosque was laid in March 1911 by some leading Mullahs, about 400 of whom were present besides other Muhammadan gentlemen interested in the scheme from all parts of the Province, and various Government officials including the Chief Commissioner.

Building operations are now in progress and the details of the scheme, which include an Arts College, an Oriental Branch, and an Islamia High School have now been submitted to the Government of India.

3. *Secondary Schools.*—The following table shows in a compendious form the condition of Secondary Schools in the Province during the period under review:—

Year.	Number of Schools.				Number of Scholars.				Number of Scholars learning English.	Total direct expenditure.				Number of qualified teachers in Secondary Schools.	Results.		
	High.	Middle. Anglo Vernacular.	Middle. Vernacular.	Total.	High School.	Middle. Anglo Vernacular Middle.	Middle. Vernacular Middle.	Total.		High School.	Middle. Anglo Vernacular.	Middle. Vernacular.	Total.		Matriculated.	Anglo-Vernacular Middle.	Vernacular Middle.
										Rs.	Rs.	Rs.	Rs.				
1907-08	12	4	10	26	3,562	1,029	1,383	5,974	2,599	85,378	9,240	10,621	1,05,239	111/257	87/218	..	49/71
1908-09	12	4	11	27	3,617	1,015	1,547	6,179	2,645	91,466	9,777	11,791	1,13,034	119/290	93/201	..	59/74
1909-10	12	4	13	29	4,255	1,181	2,011	7,447	3,246	96,698	12,941	14,538	1,24,177	149/302	114/225	..	58/81
1910-11	12	4	13	29	4,486	1,259	2,065	7,810	3,071	101,794	13,335	15,435	1,30,564	168/328	120/228	..	59/77
1911-12	12	4	14	30	5,146	1,439	2,425	9,010	3,520	113,163	13,734	18,498	1,45,395	233/338	149/270	231/363	68/109

Except for the four additional Vernacular Middle Schools, the number of secondary institutions has remained stationary. On the other hand the number of pupils attending them has inceased by 3,000 or 50 per cent. Since however the figures given include pupils in the Primary Departments they are somewhat misleading as an index to the number of boys receiving Secondary Education in the Province; these are more accurately shown in the column which gives the number of scholars learning English.

The most satisfactory points disclosed by this table are:—

(*i*) the increase in the number of qualified teachers from 43·2 to 68·9 of the staff. There are now 41 certificated English teachers in schools under public management and 24 qualified teachers in schools under private management as compared with 28 and 16 respectively at the close of the last quinquennium;

(*ii*) the steadily improving percentage in the results obtained at the Matriculation Examination from 40 to 55.

It is hoped that the newly instituted Anglo-Vernacular Middle School Examination will tend to still further improve the percentage in future years.

The other steps which have been taken to improve the condition of Secondary Schools, namely, the introduction of a standard scale of staff for all Middle Schools, the postponement of the teaching of English to the Middle Department of Anglo-Vernacular Schools, the revised curriculum for Vernacular Middle Schools, and the proposed provincialisation of Municipal Board High Schools have been described in Chapter I.

In 1911 special grants amounting in all to Rs. 39,200 were made by the Local Government for the improvement of the buildings and libraries of Secondary Schools. With these grants eight Middle School buildings (see Chapter I-2-xi) were enlarged or re-built, allotments of Rs. 500 were made to each of the Municipal Board High Schools for the improvement of their libraries, and smaller allotments of a similar nature were made to Middle Schools.

The three Church Mission High Schools at Peshawar, Dera Ismail Khan and Bannu have already reached a high standard of efficiency, being well housed and on the whole well staffed. The National High School, Peshawar, though very badly housed, a defect which the management now proposes to rectify, and not well staffed, has also produced uniformally good results. But the condition of the other Secondary Schools leaves much to be desired, and no improvement seems possible till their financial position is improved. This can only be affected by alterations in the grant-in-aid rules, the revision of which is under consideration.

While, however improvement is gradually being affected in the material conditions of Secondary Schools and in their staffing, it does not generally appear that corresponding improvements have been introduced in the methods of teaching. At the end of four years in the Primary Department, Pashtu speaking boys are able to understand and converse fluently in Urdu : but the case is far otherwise with boys who have been studying English for four years in the Middle Department, although they are of a riper age to understand the study of a foreign language and their teachers are more highly qualified. Until the methods of teaching English are brought up to date, and boys pass the Middle standard with a good power of comprehending English and of expressing themselves in it, the work of the two high classes, which is conducted almost entirely in English, will continue to overtax the pupils and to necessitate cramming.

Another internal defect, which is found in most of the Secondary Schools, is the unsatisfactory distribution of work among the teachers. The class teacher system is almost non-existent. It is impossible for a teacher to attempt any correlation between the subjects he teaches or for him take any real personal interest in his pupils, when he takes each class for only an hour or two a day. In the High Department specialisation is no doubt necessary and in the Middle Department special teachers may be required for science, drawing, and classical languages, but when these subjects have been eliminated, there is no reason why each class should not be assigned to a single teacher ; indeed if education is not to become mere book learning, there is every reason why this system should be adopted.

Discipline in Secondary Schools throughout the quinquennium is well reported on and there is no doubt that the Inter-Provincial Tournament (so called because the Sandeman High School, Quetta, also participates) has done much to encourage the spirit of fair play among the boys. The two tournaments which I have myself witnessed were marked by a singular absence of bad feeling, even when defeated teams had reasonable causes for discontent.

The boarding arrangements especially in connection with the Peshawar schools are susceptible of considerable improvement, and insufficient supervision is exercised over the boys out of school. This is a matter which must receive the earnest consideration of Headmasters and of the Department.

3. *Primary Schools.*—The following statement gives in a compendious form the condition of Public Primary Schools in the Province during the quinquennium :—

Year.	No. of Schools.	No. of Scholars.	No. of boys learning English.	Direct Expenditure.	No. of qualified teachers in all kinds of Primary Schools.	Percentage of trained teachers.	Result.	
							Upper Primary Examination.	Pass percentage.
				Rs.				
1907-08	256	11,274	113	54,943	154/408	37·7	869/1,231	70·6
1908-09	254	11,378	149	57,896	167/422	39·6	947/1,354	69·9
1909-10	267	12,069	181	60,501	157/363	43·3	1,071/1,524	70·3
1910-11	264	13,034	160	59,947	152/353	42·9	...	...
1911-12	260	14,129	174	64,804	194/382	50·8	...	...

The period under review can not be said to be marked by any conspicuous advance in the matter of Primary Education, the number of schools remaining almost stationary and the number of qualified teachers having only increased in 1911-12. On the other hand, in spite of the negligible increase in the number of schools, it is satisfactory to note an increase of nearly 3,000 in the number of pupils attending them, so that the average attendance at a Primary School has risen from 44 to 54.

In 1911, the Upper Primary standard examination was abolished, and in the same year the few remaining unpopular Zamindari Schools in the Province were converted into ordinary Board Primary Schools.

No marked improvement in the method of teaching or the quality of instruction imparted in Primary Schools during the quinquennium can be noted, the lack of progress being largely due to the dearth of trained teachers and the small incentive for teachers to make any special effort, since the prospects of promotion were almost nil. Some beneficial result was, however, produced, especially in the Bannu District, by the Associations of primary teachers, who met at centres to discuss difficulties in teaching and organisation.

The following steps have been taken to improve the condition of Primary Schools in the Province and the efficiency of instruction imparted in them:—

(*i*) In October 1911, the Elementary Teachers' Service, which has been described in Chapter I, was instituted, and the improvement in the pay and prospects of primary teachers thereby affected, has already shown results in an increasing number of applicants for the Normal School, and in the increased interest shown by teachers in their work.

(*ii*) The revised curriculum for Primary Schools came into effect from April 1st. It gives more detailed instructions to teachers as to the ground to be covered in each class than the old curriculum, which had been in force for twenty years, and which confined itself in subjects such as the vernacular to the prescription of a particular book.

(*iii*) Detailed notes on the methods of teaching the various subjects of the Primary curriculum were issued in the vernacular by the Department at the close of the year 1911-12, and are being explained to teachers *in situ* by inspecting officers.

(*iv*) The reduction of the number of standards in a Primary School from five to four with effect from April 1st, 1912, should do much to simplify the organisation of the work in a Primary School and to prevent the terrible waste of the scholars' time, which was commented on in the report for 1910-11.

(*v*) As a further preventive of this evil, model time tables for single-teacher and two-teacher schools have been issued by the Department and the number of working hours for the upper classes has been reduced to four, an hour less being required of the first or infant class. To facilitate the adoption of these time-tables and to check the prevalent unpunctuality time-pieces have been supplied to all Board Primary Schools, the cost being met by a special grant from Government.

(*vi*) The Imperial grant of Rs. 58,000 for Primary School-buildings has been utilised in the manner described in Chapter III—I.

The possession of a decent building can not fail to have its effect in establishing in the minds of the public the idea of a Primary School as a stable public institution.

(*vii*) A standard scale of equipment for Board Primary Schools has been drawn up and is being or has aleady been introduced into all such institutions.

(*viii*) The list of books prescribed for the use of pupils has been revised and reduced in order both to lessen the cost to parents of educating their sons and to encourage or rather enforce oral instruction on the part of the teachers.

Although the numbers attending Primary Schools show a considerable increase during the quinquennium, a larger increase might have been expected, had teachers realised their responsibility in this matter. It had become habitual for teachers to rely upon civil authorities and lambardars to collect their pupils for them and to ascribe a falling enrolment to the apathy of these officials or the local Maliks, whereas the size of a school depends chiefly upon the popularity and efficiency of the teacher. It has now been impressed on them that save in exceptional cases the waning popularity of a school will be ascribed to their own lack of exertion, and may tell against their chances of promotion in the Elementary Teachers' Service.

At the close of the quinquennium, the hopes held out by the Government of India (hopes which have since been fulfilled) of a prospective grant for the extension of Primary Education produced a most encouraging crop of petitions for the opening of new Primary Schools, and there seems little doubt that if funds are forthcoming, a large number of Board Primary Schools could be opened successfully in the near future.

4. *Training Institutions.*—The following table gives statistics of the condition of the Peshawar Normal School, the only training school in the Province, during the quinquennium :—

Year.	No. of Schools.	No. of Scholars.	Total direct expenditure.	No. of qualified teachers.	Results.					
					Junior Vernacular.	Junior Gymnastics.	Senior Gymnastics.	*Drawing.* Free hand.	Geometry.	Model.
			Rs.							
1907-08 ...	1	53	10,519	7/7	17/25	15/25	...	18/25	6/25	3/25
1908-09 ...	1	51	13,048	6/7	27/28	19/26	2/2	8/26	12/26	1/26
1909-10 ...	1	54	11,567	5/6	25/27	14/26	...	8/26	3/26	0/26
1910-11 ...	1	53	12,028	7/7	40/42	30/42	...	2/45	11/37	1/25
1911-12 ...	1	59	15,312	6/7	46/52	Abolished.	...	Abolished.		

Although sixty stipends have been current in the institution since its foundation, sufficient candidates have never been forthcoming to take up the full number of stipends, There are two chief reasons for this :—

(*i*) The unattractiveness of the teachers' profession.

(*ii*) The insufficient number of youths possessing the requisite qualifications, *i. e.* Middle Vernacular standard. From the table in section 2 of this chapter, it will be seen that some 50 boys pass the Middle Vernacular Examination annually. Of these probably one-third proceed to Anglo Vernacular High Schools while others seek Patwarships and other careers for which this examination qualifies them; leaving some 25 boys annually for the teaching profession.

Measures to overcome these drawbacks are now being taken:—

(*a*) The establishment of the Elementary Teachers' Service, with reasonable pay and prospects for Primary teachers, should overcome the first difficulty;

(*b*) additional facilities for Vernacular Middle education are being created by the opening of new Vernacular Middle Schools; and special encouragement will be offered to boys in the shape of scholarships to avail themselves of these facilities.

The inadequacy of the number of candidates for the Normal School during 1911 afforded an opportunity for the opening of a special class for teachers possessing only Upper Primary qualifications, but who had shown themselves after at least two years' approved service specially fitted for the teaching profession. This class which was started experimentally in June 1911, proved an immediate success, not only in point of numbers, but also in the quality of the candidates. Only two of the twenty-two candidates admitted failed in the examination at the completion of the course (each in one subject arithmetic) and in the examination in practical teaching all the students acquitted themselves particularly well. These excellent results are largely due to the conscientious work of M. Ghulam Rasul Khan, B.A., Second Master of the Normal School, who was responsible for the teaching of this class. The class will be continued until the output of fully qualified candidates from the Vernacular Middle Schools is sufficient to take up the whole number of stipends.

In spite of unavoidable changes in the staff, the standard of teaching at the Normal School has been uniformly high and the present Principal M. Abdussattar deserves commendation for the good dicipline and organisation of the institution.

Up till October 1911 the Normal School was held in a hired *sarai* in Peshawar city but at the beginning of that month it was transferred to the building known as the Mihman Khana just outside the city walls, which was subsequently handed over by the Local Government for permanent use as Normal School. This building has proved very suitable for its new purpose, and owing to its size and structure must be one of the finest, if not the finest building devoted to the training of elementary teachers in India.

5. *Schools for Girls.*—The following table shows the condition of female education in the Province throughout the quinquennium :—

Year.	No. of Schools.	No. of Scholars.	Expenditure direct.	No. of qualified teachers in all kinds of schools.	Percentage of trained teachers.	Results.		
						Middle standard.	Upper Primary.	Lower Primary.
			Rs.					
1907-08	25	1,548	7,815	2/42	4·7	1/1	30/32	55/74
1908-09	24	1,605	10,415	2/50	4·0	4/5	37/50	155/90
1909-10	26	1,873	12,758	2/44	4·5	7/7	24/40	93/127
1910-11	28	2,093	13,787	7/49	14·3	5/7	43/50	87/155
1911-12	29	2,247	12,809	7/63	11·1	5/7	50/62	117/158

The rate of progress throughout the quinquennium has been slow though there has been an annual increase in the number of pupils. The extension of female education in this Province must necessarily follow the extension of boys' education and there are not wanting signs that the movement that has recently shown itself among the population in favour of Primary Education for boys will be followed by a demand for further facilities for education for girls. This demand is, however, at present almost negligible.

The work in the existing Girls' Schools is not generally of a high order. This is chiefly due to the dearth of trained female teachers. Many of the teachers now employed in Girls' Schools are old retired teachers of Boys' Primary Schools, and this class of schoolmaster has neither much knowledge of method nor a high idea of the results to be aimed at. The stagnation of pupils in the lower classes of Girls' Schools and the amount of time wasted through lack of organisation are deplorable. Needlework is not systematically taught and plain sewing almost neglected, though some good fancy work is done by the older pupils.

A grant of Rs. 4,500 was made in 1911 by the Local Government towards the cost of erecting a new building for the Arya Kanniya Pathshala, Dera Ismail Khan. This building, which has been very well constructed, was opened at the close of last year.

V.—EDUCATION IN AGENCIES.

(*i*) The following table shows the condition of education in Kurram Agency throughout the quinquennium :—

Year.	No. of Schools.			No. of Scholars.			No. of scholars learning English.	Total expenditure on Public Schools.	No. of qualified teachers in Public Schools.
	Public.			*Public.*					
	Secondary.	Primary.	Private.	Secondary.	Primary.	Private.			
								Rs.	
1907-08 —	1	10	24	105	358	169	35	3,868	4/18
1908-09 —	1	10	5	126	312	94	50	5,583	7/19
1909-10 —	1	10	11	137	364	143	61	5,791	7/18
1910-11 —	1	10	11	154	345	142	53	5,888	6/19
1911-12 —	1	10	20	153	373	235	53	6,940	6/19

No change of any importance has occurred in the conditions of primary education in the Agency. But the Anglo-Vernacular Middle School, Parachinar, was very much improved in 1911. A special grant of about Rs. 4,000 was made for the extension of the building and improvement of the equipment ; and the staff was thoroughly re-organised and enlarged.

The quality of the work in Primary Schools can not materially improve until the local teachers are willing to come to the Peshawar Normal School for training. This unfortunately owing to the stay-at-home nature of the Turis they are very unwilling to do. In 1911 for the first time two students came from the Kurram for training, but one of them returned almost immediately, being unable to stand the summer at Peshawar.

(*ii*) The following table shows the condition of education in the Tochi Valley throughout the quinquennium :—

Year.	No. of Schools.		No. of Scholars.		Total Expenditure on Public Schools.	No. of qualified teachers.
	Public.	Private.	Public.	Private.		
1907-08	6	...	166	...	2,265	2/6
1908-09	6	21	185	256	2,178	2/6
1909-10	6	8	119	170	2,292	0/6
1910-11	6	10	101	164	2,320	0/6
1911-12	6	13	176	166	2,263	0/6

Owing to disturbances on the border, kidnapping of the Tappi School-master by outlaws in 1909-10, and the conversion of two Hindoo school boys to Islam at Hassoo Khel in 1909 (a circumstance which prejudiced the Hindoo residents against the Government Schools) there was a serious fall in the number of scholars in 1909 and 1910. The numbers are, however, recovering rapidly, and the Political Agent reports a very distinct movement in favour of education among the people of the valley at the close of 1911-12.

(*iii*) There is one school in the Shirani country at Darazinda, the numbers in which have risen from 13 in 1907-08 to 34 in 1911-12. No interest is taken in education by the Shiranis.

(*iv*) There are five schools in the Khyber Agency, the numbers in which rare risen from 79 in 1907-08 to 92 in 1911-12. As these schools have never been open to inspection by the Department, little is known of their condition or efficiency.

J. A. RICHEY,

Director of Public Instruction,
North-West Frontier Province and Baluchistan.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the North-West Frontier Province at the end of the official year 1911-12.

(For details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of	
				Collegiate Education.		*School Education, General.*		*School Education, Special.*							
Total area in square miles.	Number of Towns and Villages.	Population.	Institutions and Scholars.	Arts Colleges.	Colleges. Professional leges.	Secondary Schools.	Primary Schools.*	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
13,193	Towns ... 19 Villages ... 3,348 Total ... 3,367	Males ... 1,182,102 Females... 1,014,831 Total ... 2,196,933	Institutions: For Males ...	1	...	30	260	1	...	292	79	391	762	Institutions to number of towns and villages.	22·6
			Institutions: „ Females...	...	...	1	28	...	...	29	6	104	139		4·1
			Total ...	1	...	31	288	1	...	321	85	495	901		26·7
			Scholars: Males ...	38	...	9,010	14,129	59	...	23,236	1,001	6,226	30,463	Male scholars to male population of school going age.	17·2
			Scholars: Females ...	...	...	322	1,925	...	...	2,247	322	1,879	4,448	Female scholars to female population of school going age.	2·9
			Total ...	38	...	9,332	16,054	59	...	25,483	1,323	8,105	34,911	Total school going age population.	10·6

* There exists no Lower Primary School in the Province.

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-West Frontier Province for the official year 1911-12.

(For details, see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.	Remarks.
	Collegiate Education.		*School Education, General.*		*School Education, Special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Appratus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.*	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For Males ...	14,707	...	1,45,395	64,804	15,312	...	2,40,218	...	35,639	12,566	11,055	85,583	17,613	13,015	1,75,471	4,28,498	
For Females ...	...	...	1,841	10,968	...	...	12,809										
Total ...	14,707	...	1,47,236	75,772	15,312	...	2,53,027	...	35,639	12,566	11,055	85.583	17,613	13,015	1,75,471	4,28,498	
2. (*a*) Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	1·21	...	13·73	1·41	15·40	...	31·75	...	35·84	8·39	3·90	14·58	4·50	1·04	68·25	100	
(*b*) Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	...	...	13·27	38·16	...	...	51·43	...	...	2·96	3 85	35·67	3·18	2·91	48·57	100	
(*c*) Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	...	...	64·62	11·40	...	...	76 02	...	...	·01	2·06	7·81	7·07	7·03	23·98	100	
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	3·43	...	34·36	17·68	3·58	...	59·05	...	8·32	2·93	2·58	19·97	4·11	3·04	40·95	100	

3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions.	Cost to Provincial Revenues	...	...	...	8 7 8	288 14 6	...	122 12 11
	Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
	Total Cost ...	...	...	...	12 15 0	288 14 6	...	125 7 2
Local Fund Schools ...	Cost to Provincial Revenues	...	...	...	...	...	...	...
	Cost to Local Funds ...	...	...	6 4 3	5 2 6	...	...	5 6 8
	Total Cost ...	...	...	8 11 3	5 4 5	...	...	6 1 3
Municipal Schools ...	Cost to Provincial Revenues	...	...	...	0 3 11	...	...	0 1 0
	Cost to Municipal Funds	...	...	15 15 10	6 12 5	...	...	13 10 4
	Total Cost ...	...	...	23 4 8	7 4 0	...	...	19 3 4
Aided Institutions ...	Cost to Provincial Revenues	31 9 3	...	4 9 6	0 3 2	...	...	2 11 1
	Cost to Local and Municipal Funds	...	...	0 13 0	1 13 4	...	...	1 4 8
	Total Cost ...	387 0 5	..	18 2 10	4 1 2	...	...	13 15 2
Unaided Institutions ...	Total Cost ...	...	...	14 4 11	5 15 7	...	...	9 1 11
All Institutions ...	Cost to Provincial Revenues	31 9 3	...	1 8 1	0 1 7	288 14 6	...	1 5 5
	Cost to Local and Municipal Funds	...	...	6 15 2	4 4 10	...	...	5 4 10
	Total Cost ...	387 0 5	...	16 4 1	5 4 1	288 14 6	...	10 11 9

* There exists no Lower Primary School in the Province.

EDUCATION—GENE

Return of Colleges, Schools and Scholars in the

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.											
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Managed by Government.				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13
ARTS COLLEGES.												
Collegiate Education. English	...	...	...	...	...	...	...	...	1	38	38	36
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	1	38	38	36
SECONDARY SCHOOLS.												
School Education, General. For Boys — High Schools ...	...	...	...	...	5	1,918	1,886	1,772	6	2,660	2,667	2,354
For Boys — Middle Schools English ...	...	...	...	...	4	1,439	1,368	1,167	...	...	...	...
For Boys — Middle Schools Vernacular	...	...	...	...	14	2,425	2,317	2,002	...	...	...	...
For Girls — High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools English ...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools Vernacular	...	...	...	...	...	...	...	...	1	322	304	244
Total ...	...	...	...	...	23	5,782	5,571	4,941	7	2,982	2,971	2,598
(*a*) PRIMARY SCHOOLS.												
For Boys	1	107	77	77	214	11,034	10,059	8,705	41	2,485	2,144	1,801
For Girls	...	...	...	...	11	805	725	597	11	678	565	471
Total ...	1	107	77	77	225	11,839	10,784	9,302	52	3,163	2,709	2,272
SCHOOLS FOR SPECIAL INSTRUCTION.												
School Education, Special. Training Schools for Masters ...	1	59	53	51	...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	59	53	51	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	2	166	130	128	248	17,621	16,355	14,243	60	6,183	5,718	4,906

PRIVATE INSTITUTIONS ... ...

1. *Advanced Teaching—*
   - (*a*) Arabic or Persian ... ...
   - (*b*) Sanskrit ... ...
   - (*c*) Any other Oriental Classic ... ...
2. *Elementary Teaching—A Vernacular only or mainly* ... ...
3. *Elementary Teaching—The Quran, Shastras or other religious books by rote*
4. *Other Schools not conforming to Departmental Standards* ... ...

* Includes Sikhs

(*a*) There exists no Lower Primary School in the Province.

RAL TALBE III.

North-West Frontier Province for the official year 1911-12

Management.				Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.								Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	REMARKS.
Unaided.											*Hindus.*								
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.*	Muhammadans.	Buddhists.	Parsis.	Others.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	1	38	38	38	...	...	1	...	14	23	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	38	38	38	...	...	1	...	14	23	...	...	...	...	...	
1	568	517	517	12	5,146	2,904	2,827	5,218	1	24	208	2,549	2,364	...	...	...	...	...	
...	...	...	...	4	1,439	616	580	1,403	...	...	52	389	998	...	...	...	...	...	
...	...	...	...	14	2,425	...	809	2,425	...	...	50	623	1,752	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	322	...	25	322	...	...	16	306	...	...	...	...	...	...	
1	568	517	517	31	9,332	3,520	4,241	9,368	1	24	326	3,867	5,114	...	...	...	...	...	
4	503	452	365	260	14,129	174	2,104	14,108	...	14	264	3,332	10,519	...	...	...	10	...	
6	442	401	283	28	1,925	4	60	1,999	...	...	144	1,396	385	...	...	...	...	18	
10	945	853	648	288	16,054	178	2,164	16,107	...	14	408	4,728	10,904	...	...	...	10	18	
...	...	...	...	1	59	...	58	60	...	...	1	10	48	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	59	...	58	60	...	...	1	10	48	...	...	...	...	...	
11	1,513	1,370	1,165	321	25,483	3,736	6,501	25,535	1	39	735	8,619	16,089	...	...	...	10	18	
...	For Boys...			78	969	...	945	24	...	...	...	...	969	...	...	...	12	...	
	For Girls...			4	225	...	225	...	...	...	...	...	225	...	...	...	...	...	
...	For Boys...			1	32	...	32	...	...	...	32	...	...	...	...	...	...	...	
	For Girls...			2	97	...	97	88	...	...	...	97	...	...	...	...	...	4	
...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	For Boys...			29	523	...	...	523	...	...	28	406	89	...	...	...	37	...	
	For Girls...			12	271	...	6	265	...	...	15	256	...	...	...	...	...	86	
...	For Boys...			362	5,703	...	5,703	11	...	...	15	42	5,646	...	...	...	685	...	
	For Girls...			91	1,602	...	1,601	1	...	...	...	...	1,602	...	...	...	...	264	
...	For Boys...			...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	For Girls...			1	6	6	...	6	...	...	...	6	...	...	...	...	...	...	
Total ...				580	9,428	6	8,609	918	...	...	90	807	8,531	...	...	...	734	354	
Grand Total ...				901	34,911	3,742	15,110	26,453	1	39	825	9,426	24,620	...	...	...	744	372	

also,

EDUCATION—GENERAL TABLE III (A).

Number of Scholars on the 31st March in the North-West Frontier Province classified according to Sex, Race or Creed for the official year 1911-12.

		Europens and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans*	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
Collegiate Education—										
Arts Colleges—										
English ...	Male	...	1	...	14	23	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Oriental ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Colleges for Professional Training—										
Law ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Medicine ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Engineering ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Teaching ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Agriculture ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
	Total ...	...	1	...	14	23	...	...	...	
School Education—General—										
Secondary Schools—										
For Boys—										
High Schools ...	Male	1	24	208	2,549	2,364	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Middle Schools—										
English ...	Male	...	...	52	389	998	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Vernacular ...	Male	...	...	50	623	1,752	...	...	...	
	Female	...	...	...	...	...	...	...	...	
For Girls—										
High Schools ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Middle Schools—										
English ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Vernacular ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	16	306	...	...	...	
	Total ...	1	24	326	3,867	5,114	...	...	...	
(a) *Primary Schools—*										
For Boys ...	Male	...	14	261	3,326	10,518	...	...	...	
	Female	...	...	3	6	1	...	...	...	
For Girls ...	Male	...	...	...	18	...	...	...	...	
	Female	...	...	144	1,378	385	...	...	...	
	Total ...	...	14	408	4,728	10,904	...	...	...	
(a) School Education—Special—										
Schools for Special Instruction—										
Training Schools ...	Male	...	...	1	10	48	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Schools of Arts ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	

(a) There exists no Lower Primary School in the Province.

*Includes Sikhs also.

EDUCATION—GENERAL TABLE III (A)—*concluded.*

Number of Scholars on the 31st March in the North-West Frontier Province classified according to Sex, Race or Creed for the official year 1911-21.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans*					
School Education—Special—*concluded*—										
Schools for Special Instruction—concluded										
Law Schools	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Medical Schools	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Engineering and Surveying Schools.	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Industrial Schools ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Other Schools ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Total ...		...	...	1	10	48	...	...	...	
Total of Colleges and Schools of Public Instruction.		1	39	735	8,619	16,089	...	...	...	
Private Institutions—										
1. *Advanced Teaching*—										
(a) (i) Arabic or Persian (Boys' Schools).	Male	...	...	...	...	957	...	...	...	
	Female	...	...	...	...	12	...	...	...	
(ii) Arabic or Persian (Girls' Schools).	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	225	...	...	...	
(b) (i) Sanskrit (Boys' Schools).	Male	...	...	32	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
(ii) Sanskrit (Girls' Schools).	Male	...	...	...	4	...	...	...	...	
	Female	...	...	...	93	...	...	...	...	
(c) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
2. *Elementary Teaching—A Vernacular only or mainly*—										
For Boys	Male	...	...	...	28	369	89	...	...	
	Female	...	...	...	...	37	...	...	...	
For Girls	Male	...	...	...	...	86	...	...	...	
	Female	...	...	...	15	170	...	...	...	
3. (a) *Elementary Teaching—The Qoran only*—										
For Boys	Male	...	...	...	...	3	4,966	...	...	
	Female	...	...	...	...	...	680	...	...	
For Girls	Male	...	...	...	...	...	264	...	...	
	Female	...	...	...	...	...	1,338	...	...	
(b) *Elementary Teaching—Sanskrit books by rote*—										
For Boys	Male	...	...	...	15	34	...	...	...	
	Female	...	...	...	...	5	...	...	...	
For Girls	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
4. *Other Schools not conforming to Departmental Standards*—										
For Boys	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
For Girls	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	6	...	...	...	...	
Total of Private Institutions ...		...	...	90	807	8,531	...	...	...	
GRAND TOTAL ...		1	39	825	9,426	24,620	...	...	...	

*Includes Sikhs also.

EDUCATION—GENE

Return of Expenditure on Public Instruction in the North-West

Objects of Expenditure.	PUBLIC													
	Under Public Management.													
	Managed by Government.							*Managed by District or Municipal Boards.*						
	Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sourses.	Total.	Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Arts Colleges.														
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.														
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — Secondary Schools.														
For Boys — High Schools	...	...	...	...	...	...	...	...	...	36,719	16,881	...	...	53,600
For Boys — Middle Schools English ...	...	...	...	...	...	...	...	...	5,009	2,352	6,373	...	...	13,734
For Boys — Middle Schools Vernacular ...	...	...	...	...	...	...	...	...	13,863	2,592	1,692	351	...	18,498
For Girls — High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	18,872	41,663	24,946	351	...	85,832
Primary Schools.														
For Boys	653	...	...	343	...	...	996	...	50,791	1,530	1,415	...	...	53,736
For Girls	...	...	...	...	...	...	...	214	297	4,391	...	...	7	4,909
Total ...	653	...	...	343	...	...	996	214	51,088	5,921	1,415	...	7	58,645
Schools for Special Instruction.														
School Education, Special. — Training Schools for Masters ...	15,312	...	...	...	...	...	15,312	...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	15,312	...	...	...	...	...	15,312	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	50,715	5,326	...	...	...	56,041
Furniture and Apparatus (Special Grants only).	2,452	...	...	...	...	...	2,452	...	4,518	4,825	...	...	...	9,343
Total ...	2,452	...	...	...	...	...	2,452	...	55,233	10,151	...	...	...	65,384
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarship held in — Arts Colleges... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	18,417	...	...	343	...	...	18,760	214	1,25,193	57,735	26,361	351	7	2,09,861

Note.—There exists no Lower Primary School in the Province

(*a*) Includes Rs. 50 from Municipal Funds, Abbottabad

* Includes Rs. 4,000 from Provincial Revenues as

† Includes Rs. 243 from Political Funds for Scholar

‡ Includes Rs. 45,934 from Provincial Revenues as

§ Includes Rs, 18,158 from Provincial Revenues as

RAL TABLE IV.

Frontier Province for the official year 1911-1912.

INSTITUTIONS.											TOTAL EXPENDITURE FROM						
UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.		
Aided by Government or by District or Municipal Boards.							*Unaided.*										
Provincial Revenues	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and others sources.	Total.	Fees.	Subscriptions.	Endowments and others sources.	Total.	Provincial Funds.	District Funds.	Municipal Funds.	Fees.	Private.	Public.	GRAND TOTAL.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,200	...	...	1,894	...	11,613	14,707	...	...	...	...	1,200	...	...	1,894	11,613	...	14,707
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,200	...	...	1,894	...	11,613	14,707	...	...	...	...	1,200	...	...	1,894	11,613	...	14,707
13,655	...	1,799	18,176	1,566	16,970	52,166	5,521	...	1,876	7,397	13,655	...	38,518	40,578	20,412	...	1,13,163
...	...	...	...	...	...	...	...	...	...	...	...	5,009	2,352	6,373	...	...	13,734
...	...	...	...	...	...	...	...	...	...	...	...	13,863	2,592	1,692	351	...	18,498
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	611	...	1,230	...	1,841	...	...	...	...	...	...	611	...	1,230	...	1,841
13,655	...	2,410	18,176	2,796	16,970	54,007	5,521	...	1,876	7,397	13,655	18,872	44,073	48,643	21,993	...	1,47,236
359	2,758	1,261	1,265	604	904	7,151	1,076	165	1,680 (a)	2,921 (a)	1,012	53,549	2,841	4,099	3,303	...	64,804
177	401	545	...	763	1,996	3,882	...	1,615	562	2,177	391	698	4,936	...	4,943	...	10,968
536	3,159	1,806	1,265	1,367	2,900	11,033	1,076	1,780	2,242	5,098	1,403	54,247	7,777	4,099	8,246	...	75,772
...	...	...	...	...	...	...	...	...	...	...	15,312	...	...	...	...	...	15,312
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	15,312	...	...	...	...	...	15,312
10,500	...	...	...	274	14,731	25,505	...	14	4,023*	4,037*	14,500	50,715	5,326	...	15,042	...	85,583
2,020	...	...	...	599	2,834	5,453	...	60	305	365	4,472	4,518	4,825	...	3,798	...	17,613
12,520	...	...	...	873	17,565	30,958	...	74	4,328	4,402	18,972	55,233	10,151	...	18,840	...	1,03,196
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	35,639	...	...	...	...	...	35,639
...	...	...	...	...	...	...	...	...	...	...	8,347	4,214	5	...	...	...	12,566
...	...	...	...	...	...	...	...	...	...	...	...	105	...	...	96	...	201
...	...	...	...	...	...	...	...	...	...	...	...	173	343	...	...	...	516
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	2,944	4,953	861	...	151	...	8,909
...	...	...	...	...	...	...	...	...	...	...	938	...	24	...	55	...	1,017
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	236	176	...	...	...	412
...	...	...	...	...	...	...	...	...	...	...	1,029	1,965	2,324	1,136	1,919	...	8,373
...	...	...	...	...	...	...	...	...	...	...	...	2,171	2,471	...	...	...	4,642
...	...	...	...	...	...	...	...	...	...	...	48,897	13,817	6,204	1,136	2,221	...	72,275
27,911	3,159	4,216	21,335	5,036	49,048	1,10,705	6,597	1,854	8,446	16,897	99,439 †	1,42,169 ‡	68,205 §	55,772	62,913	...	4,28,498

to the Majlas-i-Islam for the maintenance of their school.
special grant for buildings.
ships to Dauri boys.
special grant (Rs. 21,910 for the maintenance and Rs. 24,024 for the buildings of schools).
special grant (Rs. 15,158 for the pension contribution, etc., and Rs. 3,000 for the buildings of schools).

EDUCATION—GENE

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.										
For Boys. Government	English	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...
Local Fund	English	...	3	1,103	...	...	...	183	...	183
	Vernacular	...	12	2,045	...	...	...	281	...	281
Municipal	English	...	6	2,254	183	...	183	543	...	543
	Vernacular	...	2	380	...	...	...	51	...	51
Aided	English	...	6	2,660	308	...	308	569	...	569
	Vernacular	...	...	...	...	...	...	...	...	...
Unaided	English	...	1	568	69	...	69	134	...	134
	Vernacular	...	...	...	...	...	...	...	...	...
Total		...	30	9,010	560	...	560	1,761	...	1,761
For Girls. Government	English	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...
Local Fund	English	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...
Municipal	English	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...
Aided	English	...	...	...	...	...	...	...	...	...
	Vernacular	...	1	322	...	...	...	...	25	25
Unaided	English	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...
Total		...	1	322	...	...	...	...	25	25
Total Secondary Schools			31	9,332	560	...	560	1,761	25	1,786
Primary Schools.										
For Boys. Government		...	1	107	...	...	...	...	...	...
Local Fund		...	210	10,768	...	...	...	...	...	...
Municipal		...	4	266	...	...	...	...	...	...
Aided		...	41	2,485	...	...	...	...	...	...
Unaided		...	4	503	...	...	...	...	...	...
Total		...	260	14,129	...	...	...	...	...	...
For Girls. Government		...	...	...	...	...	...	...	...	...
Local Fund		...	3	109	...	...	...	...	...	...
Municipal		...	8	696	...	...	...	...	...	...
Aided		...	11	678	...	...	...	...	...	...
Unaided		...	6	442	...	...	...	...	...	...
Total		...	28	1,925	...	...	...	...	...	...
Total Primary Schools		...	288	16,054	...	...	...	...	...	...
GRAND TOTAL		...	319	25,386	560	...	560	1,761	25	1,786

RAL TABLE V.

n the North-West Frontier Province at the end of the official year 1911-12.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all puplis who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passsd beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
294	...	294	626	...	626	...	...	...	1,103	...	1,103
371	...	371	1,393	...	1,393	...	...	...	2,045	...	2,045
552	...	552	976	...	976	...	...	...	2,254	...	2,254
70	...	70	259	...	259	...	...	...	380	...	380
592	...	592	1,138	...	1,138	53	...	53	2,660	...	2,660
...	...	...	...	...	...	...	...	...	...	...	...
93	...	93	272	...	272	...	...	...	568	...	568
...	...	...	...	...	...	...	...	...	...	...	...
1,972	...	1,972	4,664	...	4,664	53	...	53	9,010	...	9,010
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	37	37	...	260	260	...	...	...	...	322	322
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	37	37	...	260	260	...	...	...	...	322	322
1,972	37	2,009	4,664	260	4,924	53	...	53	9,010	322	9,332
20	...	20	87	...	87	...	...	...	107	...	107
1,661	...	1,661	9,107	...	9,107	...	...	...	10,768	...	10,768
...	...	...	171	...	171	95	...	95	266	...	266
194	...	194	2,281	10	2,291	...	...	...	2,475	10	2,485
87	...	87	416	...	416	...	...	...	503	...	503
1,962	...	1,962	12,062	10	12,072	95	...	95	14,119	10	14,129
...	...	...	...	...	...	...	...	...	...	...	...
...	7	7	...	29	29	...	73	73	...	109	109
...	81	81	...	615	615	...	...	...	...	696	696
...	72	72	18	588	606	...	...	...	18	660	678
...	29	29	...	413	413	...	...	...	...	442	442
...	189	189	18	1,645	1,663	...	73	73	18	1,907	1,925
1,962	189	2,151	12,080	1,655	13,735	95	73	168	14,137	1,917	16,054
3,934	226	4,160	16,744	1,915	18,659	148	73	221	23,147	2,239	25,386

EDUCATION—GENE

Return showing the Results of Prescribed Examinations in the

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	...	...	...	...	...	...	...	1	1
2. Bachelor of Arts	...	...	...	...	...	...	...	6	6
3. B Sc.	...	...	...	...	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	...	...	...
4. „ B. Sc.	...	...	...	...	...	...	...	...	...
4. „ Arts.	...	1	...	1	...	17	...	5	22
4. Previous Examination	...	...	...	...	...	...	...	...	...
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	1	1
3. „ „ Arabic	...	...	...	...	...	...	...	...	...
3. „ „ Persian	...	...	...	...	...	...	...	5	5
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	7	7
4. „ „ „ Arabic	...	...	...	...	...	...	...	...	...
4. „ „ „ Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	6	6
5. „ „ Arabic	...	...	...	...	...	...	...	...	...
5. „ „ Persian	...	...	...	...	...	...	...	...	...
5. „ „ Urdu	...	...	...	...	...	...	...	...	...
5. „ „ Pashto	...	...	...	...	...	...	...	...	...
Colleges for Professional Training. *Law.*									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	...	...	...	...	...	...	...	...	...
4. First examination in Law	...	...	...	...	...	...	...	1	1
Medicine.									
1. M. D. ...	...	...	...	...	...	...	...	...	...
2 M. B. ...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching.									
Licentiate in Teaching	...	...	...	...	...	...	...	...	...
Schools for General Education.									
Matriculation	Boys ...	5	6	1	12	94	125	28	23	270
	Girls ...	...	...	...	...	...	...	...	...	...
*Anglo-Vernacular Middle Standard Examination.	Boys ...	9	6	1	16	224	141	39	...	404
	Girls ...	...	...	...	...	...	...	...	...	...
Middle Standard Examination for girls	...	...	1	...	1	...	7	...	1	8
„ „ „ Vernacular...	Boys ...	11	...	...	11	106	...	...	3	109
	Girls ...	...	...	...	...	...	...	...	...	...
Upper Primary Examination	Boys (a) ...	...	...	...	...	...	...	...	...	...
	Girls ...	8	2	3	13	32	22	8	...	62
Lower Primary Examination	Boys (a) ...	...	...	...	...	...	...	...	...	...
	Girls ...	11	2	3	16	93	46	19	...	158
Public Service Certificate Examination ...	English ...	...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters	Upper ...	...	...	...	...	...	...	1	1
	Lower ...	1	...	...	1	29	...	3	32
2. Training School Examination for Mistresses	Upper ...	...	...	...	...	...	...	...	...
	Lower ...	...	...	...	...	...	...	...	...
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying	...	...	...	...	...	...	...	...	...
6. Industrial School Examination ...	...	...	...	...	...	...	...	...	...
7. Veterinary Examination	...	...	...	...	...	...	...	...	...

(a) Abolished.
* Includes Sikhs
† Besides these 20 out of 22 candidates passed
‡ Results not published as yet.

RAL TABLE VI.

North-West Frontier Province during the official year 1911-1912.

Number Passed.					Race or Creed of Passed Scholars.							
Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* * Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	1	1	...	...	...	...	1	...	...	...
...	...	...	2	2	...	...	...	1	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	12	...	4	16	...	...	...	5	11	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	... ‡
...	...	...	...	...	...	...	...	...	...	...	...	... ‡
...	...	...	...	...	...	...	...	...	...	...	...	... ‡
...	...	...	...	...	...	...	...	...	...	...	...	...

EDUCATION—GENE

Return showing the Distribution of Local Fund and Municipal Expenditure

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by District Boards.												In Institutions managed by			
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total District Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Arts Colleges.															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — Secondary Schools.															
For Boys. High Schools ...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
For Boys. Middle Schools. English ...	3	1,103	1,058	893	...	5,009	724	4,827	...	...	10,560	...	...	...	5,009
For Boys. Middle Schools. Vernacular ...	12	2,045	1,953	1,697	...	13,863	...	1,429	351	...	15,643	...	...	...	13,863
For Girls. High Schools ...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
For Girls. Middle Schools. English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools. Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	15	3,148	3,011	2,590	...	18,872	724	6,256	351	...	26,203	...	...	...	18,872
Primary Schools.															
For Boys	210	10,768	9,813	8,505	...	50,791	...	1,219	...	...	52,010	...	...	2,758	53,549
For Girls	3	109	97	70	...	297	...	...	...	...	297	...	...	401	698
Total ...	213	10,877	9,910	8,575	...	51,088	...	1,219	...	...	52,307	...	...	3,159	54,247
School Education, Special. — Schools for Special Instruction.															
Training Schools for Masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ „ for Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	50,715	...	...	...	...	50,715	...	...	...	50,715
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	4,518	...	...	...	...	4,518	...	...	...	4,518
Total ...	...	...	...	...	...	55,233	...	...	...	...	55,233	...	...	...	55,233
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,214
Scholarships held in — Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	105
Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	173
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,953
Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools (Veterinary) ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical & Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	236
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,965
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,171
Grand Total ...	228	14,025	12,921	11,165	...	1,25,193	724	7,475	351	...	1,33,743	...	...	3,159	13,817
															(a)1,42,169

1. No Lower Primary School exists.
2. (a) Includes Rs. 45,934 from Provincial Revenues as special grant
   (b) Includes Rs. 18,158 „ „ „ „ „

RAL TABLE VII.

on Public Instruction in the North-West Frontier Province for the official year 1911-12.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
In Institutions managed by Municipal Boards.											In Institutions managed by			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.			
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5	1,918	1,886	1,772	...	36,719	...	16,881	...	...	53,600	...	...	1,799	38,518	38,518	
1	336	310	274	...	1,628	...	1,546	...	...	3,174	...	724	...	2,352	7,361	
2	380	364	305	...	2,592	...	263	...	...	2.855	...	...	...	2,592	16,455	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	611	611	611	
8	2,634	2,560	2,351	...	40,939	...	18,690	...	...	59,629	...	724	2,410	44,073	62,945	
4	266	246	200	...	1,530	...	196	...	...	1,726	...	...	1,311	2,841	56,390	
8	696	628	527	214	4,391	...	...	...	7	4,612	...	...	545	4,936	5,634	
12	962	874	727	214	5,921	...	196	...	7	6.338	...	...	1,856	7,777	62,024	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	5,326	...	...	...	...	5,326	...	...	...	5,326	56,041	
...	...	...	...	...	4,825	...	...	...	...	4,825	...	...	...	4,825	9,343	
...	...	...	...	...	10,151	...	...	...	...	10,151	...	...	...	10,151	65,384	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	4,219	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	105	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	343	516	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	861	5,814	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	24	24	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	176	412	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,324	4,289	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,471	4,642	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,204	20,021	
20	3,596	3,434	3,078	214	57,011	...	18,886	..	7	76,118	...	724	4,266	(b) 68,205	2,10,374	

(Rs. 21,910 for the maintenance and Rs. 24,024 for the buildings of Schools).
(Rs. 15,158 for the Pension Contribution, etc., and Rs. 3,000 for the buildings of Schools).

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in the North-West Frontier Province for the official year 1911-12.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of				Expenditure from					Remarks.
	Hostels or Boarding houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenue.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government	1	59	...	...	...	59	803	...	...	...	803	
2. Managed by Local or Municipal Boards.	21	387	...	314	73	...	...	3,839	...	130	3,969	
3. Aided by Government or by Local or Municipal Boards.	4	131	...	124	7	...	226	450	1,074	438	2,188	
4. Unaided ...	3	113	14	90	9	...	...	...	845	568	1,413	
Total ...	29	690	14	528	89	59	1,029	4,289	1,919	1,136	8,373	

TABLE IX.

Classification by Ages.

Ages.	*Infants.*		*Primary.*					*Middle.*			*High.*			*College.*						Total.
	A	B	I	II	III	IV	V	VI	VII	VIII	IX	X	...	1	2	3	4	5	6	
Below 5	...	...	223	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	223
5 to 6	...	...	1,493	25	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1,519
6 to 7	...	...	2,048	646	14	11	...	...	...	...	...	...	...	...	...	...	...	...	...	2,719
7 to 8	...	...	2,292	802	179	19	16	...	...	...	...	...	...	...	...	...	...	...	...	3,308
8 to 9	...	...	1,862	673	313	79	18	1	...	...	...	..	...	...	...	...	...	...	...	2,946
9 to 10	...	...	1,182	681	521	200	68	4	1	...	...	...	...	...	...	...	...	...	...	2,657
10 to 11	...	...	874	650	562	356	110	20	3	...	...	...	...	...	...	...	...	...	...	2,575
11 to 12	...	...	586	420	587	328	186	40	15	2	...	...	...	...	...	...	...	...	...	2,164
12 to 13	...	...	259	300	360	378	252	157	70	25	...	...	...	...	...	...	...	...	...	1,801
13 to 14	...	...	168	170	186	310	282	149	91	41	10	...	...	...	...	...	...	...	...	1,407
14 to 15	...	...	86	93	118	336	286	141	138	76	44	17	...	...	...	...	...	...	...	1,335
15 to 16	...	...	74	62	74	213	227	100	115	50	54	24	...	...	...	...	...	...	...	993
16 to 17	...	...	33	40	41	96	139	69	74	82	55	37	...	1	...	...	...	...	...	667
17 to 18	...	...	20	28	38	39	98	47	37	43	54	43	...	3	2	...	...	...	...	452
18 to 19	...	...	12	20	30	26	41	46	28	38	33	42	...	5	3	1	...	...	...	325
19 to 20	...	...	3	14	14	15	25	9	11	37	40	37	...	1	2	3	...	...	...	211
Over 20	...	...	2	1	1	2	3	6	5	15	27	43	...	2	15	...	...	...	...	122
Totals ...	...	...	11,217	4,625	3,038	2,409	1,751	789	588	409	317	243	...	12	22	4	...	...	...	25,424
Totals ...	...		23,040					1,786			560			38				...		25,424

TABLE X.

Number and Qualifications of Teachers.

	In Primary Schools.					In Middle Schools.					In High Schools.					Arts Colleges affiliated to Universities.*					Total.
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
Trained	2	167	2	2	1	...	67	16	1	...	...	...	57	44	6	...	...	...	3	...	368
Untrained	1	142	20	66	30	...	37	8	11	...	...	...	34	47	22	...	...	...	4	...	422
Total ...	3	309	22	68	31	...	104	24	12	...	...	...	91	91	28	...	...	...	7	...	790
Possessed of a University degree ...	...	...	...	...	...	1	...	...	...	...	...	...	9	5	3	...	...	...	5	...	23
No degree	3	309	22	68	31	...	103	24	12	...	...	...	82	86	25	...	...	...	2	...	767
Total ...	3	309	22	68	31	...	104	24	12	...	...	...	91	91	28	...	...	...	7	...	790

*Excluding Training Colleges.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WEST FRONTIER PROVINCE

FOR

1912-13.

PESHAWAR
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EDUCATION REPORT FOR 1912-13.

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IN CEYLON.

Messrs. A. M. and J. Ferguson.

Annual Report on Public Instruction in the North-West Frontier Province for 1912-13.

Review by the Chief Commissioner.

The year under review has been one of rapid and solid progress, and it has been found possible fully to carry out the programme outlined in last year's report. One hundred new primary schools were opened during the year, eighteen in Peshawar, twenty-eight in Hazara, sixteen in Kohat and twenty-two in Dera Ismail Khan. Of the primary schools existing at the beginning of the year, three were converted into vernacular middle schools and the remainder were greatly improved in staff, accommodation and equipment. The number of classes in primary schools was reduced from five to four with effect from the 1st April 1912 and the primary curriculum was revised and made more practical. The prescribed text-books were revised and their number reduced, while, in order to improve the quality of teaching, notes were prepared and explained to Inspectors and District Inspectors. Education was made free in all primary schools and departments under public management with effect from 1st April 1912, and, with a few exceptions, recognized schools under private management have also abolished fees.

A uniform enhanced scale of fees for the secondary departments of middle and high schools was also introduced, but the flow of scholars into the secondary departments has not been checked by this enhancement. The total receipts from fees rose from Rs. 55,772 to Rs. 64,429, more than compensating for the loss of fee receipts in the primary departments. Sanction has been received to the provincialization of secondary departments of Municipal High Schools, and the amounts thus saved by Municipalities will be devoted to the improvement and extension of primary education. The sanction of the Government of India to the proposals for the establishment of the Islamia College and School was received, and the school was opened by the Hon'ble Sir Harcourt Butler at the end of the year under review; the college will be opened on the 1st of October 1913. The school has already proved a great success. It has been treated most liberally by the Government of India, while the public have shown great generosity in subscribing.

The Inspecting staff of the Province has been strengthened. My proposals for a whole-time Director of Public Instruction have been sanctioned and two additional posts of Inspectors have been created, but with the spread of education further increases in the Inspecting staff will doubtless be required. The Provincial Educational cadre has been separated from that of the Punjab and a revised scale of salaries has been introduced. The contributions of District Boards have been fixed, with the most satisfactory results to the Boards and to the Administration. Regulations for the award and distribution of scholarships have been revised and the number of scholarships largely increased, while the rules for the recognition and grants-in-aid of schools have also been revised and issued. The increase in attendance at schools has increased in a marked degree among boys of school-going age, though there is some reduction in the number of girl scholars. The education of boys will have to make great advances before public opinion in a backward Mussalman community will take kindly to the general education of girls. The Normal School, upon which we depend for our supply of teachers, continues to expand and to flourish. To cope with the yearly increasing demand for teachers the number of stipends has been raised, and will have to be further increased, while proposals are under consideration for increasing accommodation in the Normal School building. The profession of teaching, which was formerly disliked, if not actually despised, is becoming more popular, and as years go on it will, I think, rank in popular estimation with other branches of Government employ.

Mr. Richey held charge of the office of Director of Public Instruction throughout the year, and to his zeal and energy is due the great progress which has been made. The year 1912-13 will probably prove to be the most important in the history of education on the frontier, as for the first time a systematic policy has been prescribed and carried out. Definite principles have been laid down for education, which was formerly conducted in a very haphazard manner. The Educational Service has been reorganized, and we have a clear and definite plan upon which to work for the next five years. We shall continue steadily to create new primary schools at the rate of two a week, founding at intervals middle and high schools in the necessary proportions. The Islamia and Edwardes' Mission Arts Colleges will suffice for many years for the requirements of higher education. The desire for, and appreciation of, instruction is steadily growing among the people, and the institution of free primary education is much appreciated and has had excellent results. Mr. Jones' report is so complete that it leaves me little to say, but I must thank Mr. Richey for the excellent conduct of his department during the year and Mr. Jones for the zeal and enthusiasm with which he has carried on his predecessor's policy. The educational prospects of the Province are very good, there is little or no friction between the communities, and the seed sown in the last three years is already showing great promise. The Frontier Province has many years of indifference and neglect to make up, and we may now confidently hope for very rapid progress.

G. ROOS-KEPPEL,

Chief Commissioner,
North-West Frontier Province.

NATHIGALI :
The 14th August 1913.

N.-W. F. P. Govt. Press, Peshawar.—334 S. to C. C.—23-8-13—310.

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CORRIGENDA.

Annual Education Report,

1912-13.

Page.		*Detail.*
5.	Paragraph (*b*), 1st line ...	*Delete* "this" *after* "is."
12.	3rd paragraph, 3rd line ...	*Read* "A vigorous" *for* "a vigorous."
	3rd line	Stop *after* "year."
17.	9th line	*Read* "of the Anglo" *for* "of Anglo."
(ii)	General Table II, heading, column 6	*Read* "School" *for* "Shool."
(xiv)	General Table VII, Note (*a*) 23rd line	*Read* "Rs. 960" *for* "960."

REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WEST FRONTIER PROVINCE

FOR THE YEAR

From April 1st, 1912

TO

March 31st, 1913.

I.—GENERAL.

1. *Form of report.*—This report is for the year 1912-13 and consists of (*i*) a general chapter showing the main improvements introduced in the course of the year, the number of institutions and scholars, and the expenditure; (*ii*) chapters dealing with Direction and Inspection, institutions classified by management, institutions classified by standard of instruction, Muhammadan Education and Education in Agencies; (*iii*) Statistical Tables.

2. *Improvements introduced during the year under report*:—The year has been one of remarkable expansion and development. The following summary shows the main improvements effected. As the majority of these improvements were foreshadowed in the Quinquennial Report of last year, this account necessarily involves a certain amount of repetition.

(*i*). The number of classes in Primary Schools and Primary Departments was reduced from five to four with effect from April 1st, 1912. This change has not involved any reduction in the number of school standards. The former 5th Primary Class has been converted into the 1st Middle Class in the Middle and High Schools, there being now four Middle Classes whereas there were previously three.

(*ii*) In consequence of the reduction of the Primary Classes, the primary curriculum was revised and made more practical and self-contained in order to meet the requirements of the great bulk of primary scholars who do not proceed beyond the elementary stage. The list of prescribed text-books was revised and reduced, partly in order to lessen the cost to parents and partly to encourage oral instruction on the part of the teachers. In order to improve the quality of the teaching, notes on teaching were prepared and issued by the Director of Public Instruction, and these were explained by Inspectors and District Inspectors on their visits of inspection and at meetings of teachers convened at the headquarters of Districts and Tahsils.

(*iii*) The curriculum of Vernacular Middle Schools was also revised, and the Vernacular Middle Standard Examination which was formerly conducted by the Punjab Education Department was held by the North-West Frontier Province Education Department for the first time.

(*iv*) As the revised curriculum of Primary Schools was made applicable to the Primary Departments of Anglo-Vernacular Schools, the teaching of English was postponed to the 1st Middle Class.

(*v*) Education was made free in all Primary Schools and Departments under Public management with effect from April 1st, 1912, and, with few exceptions, recognised schools under private management have abolished fees in the Primary Classes, though there is nothing to prevent them levying fees if they wish to do so. To cover the loss of fee receipts grants were made from Provincial Revenues to District Boards.

(*vi*) A uniform scale of fees for the Secondary Departments of Middle and High Schools was introduced with effect from April 1st, 1912. The new rates are higher than the old, except in the case of Vernacular Middle Schools. But it is interesting to note that the enhanced rates have not checked the flow of scholars into the Secondary Departments, while they have more than compensated for the loss of fee receipts in the Primary Departments. The total amount of fees rose from Rs. 55,772 to Rs. 64,429.

(*vii*) The policy of expansion especially in Primary Education, foreshadowed in the Quinquennial Report, necessitated a strengthening of the Inspecting staff, and accordingly two additional posts were created. In former years the Inspecting staff consisted of five Inspectors, one for each of the Districts. Under the new arrangement, two Inspectors of a superior grade were appointed and the Province was divided for the purpose of inspection into two circles, the Northern Circle comprising the Districts of Peshawar and Hazara, and the Southern Circle embracing the Districts of Dera Ismail Khan, Bannu and Kohat, the Kurram and Tochi Agencies and the Shirani Country. The Inspecting staff therefore now consists of two Circle Inspectors, and immediately subordinate to them, five Districts Inspectors. The effect of this re-arrangement has been to relieve the overworked Director of a great deal of petty detail and at the same time to increase the efficiency of inspection.

(*viii*) The separation of the Provincial Educational Cadre of the Province from that of the Punjab which had been contemplaetd for some time was effected in the course of the year and a revised scale of salaries introduced. In view of the small number of educational posts in the Province, a graded service was not formed but the pay of each post was made incremental.

(*ix*) Another important reform was the introduction of the fixed allotment system in District Board Finance. Up to 1910 a regulation was in force by which District Boards were required to spend 25 per cent. of their annual income on education. Thereafter, although District Boards generally allotted more than this percentage of their income for education, they often could ill afford to do so. Moreover, owing to the fluctuating nature of their revenues, they were unable to maintain a constant standard of expenditure. In good years they were tempted to incur recurring expenditure which they subsequently found themselves unable to meet. The Department had to face the ever present possibility of the Boards closing down schools for want of funds to maintain them. To remove these difficulties, the Local Government introduced, with effect from the 1st of April 1912, the fixed allotment system by which the District Boards are required to set aside for education a fixed amount calculated at 25 per cent. of their average income for the past five years. The amount prescribed for each district is fixed for a number of years. The difference between this sum and the cost of education in each District is met by contributions from Provincial Revenues.

Concurrently with this change in District Board Finance, the Department acquired an increased control over the educational administration of the Districts with the result that the Board Schools have gained in efficiency.

(*x*) The following grants were made by the Imperial Government for the improvement of Education :—

(*a*) a recurring grant of Rs. 50,000 mainly for the purpose of extending Primary Education;

(*b*) a non-recurring grant of Rs. 2,00,000 for the Islamia College, Peshawar, buildings;

(*c*) a recurring grant of Rs. 25,000 for the maintenance of the Islamia College;

(*d*) a non-recurring grant of Rs. 2,14,000 for the buildings and equipment of Secondary and Primary Schools;

(*e*) a non-recurring grant of Rs. 35,000 for the building of Secondary School Hostels. This grant was subsequently made over to the Islamia College, Peshawar.

With the recurring grant of Rs. 50,000 one hundred Primary Schools were opened and three Primary Schools were raised to the Vernacular Middle standard. Of the non-recurring grant of Rs. 2,14,000, Rs. 1,04,000 were contributed to three Municipalities and Rs. 1,10,000 distributed to District Boards for the erection or extension of school buildings.

It may not be out of place to mention here that in the current year the Government of India have made further grants as follows:—

(*a*) Rs. 55,000 recurring for the extension of Primary Education. With this sum 105 new additional Primary Schools are being opened, while four Primary Schools are being raised to Vernacular Middle Schools.

(*b*) Rs. 31,000 recurring for the provincialization of the Municipal Board High Schools.

(*c*) Rs. 15,000 recurring for the Islamia College, Peshawar.

(*xi*) The following measures of improvement were elaborated in the year under report to take effect in the current year :—

(*i*) The regulations for the award and distribution of scholarships were revised and the number of scholarships increased with effect from the 1st of April 1913. Under the old regulations, the number of scholarships in each district depended on the financial resources of the District Boards with the result that the distribution of scholarships over the Province was most uneven. Under the new regulations their distribution is based on population. At the same time the number of scholarships has been largely increased, the number of High School scholarships being raised from 24 to 39 and the number of Middle School scholarships from 65 to 120. Especially noteworthy is the increase in the number of Vernacular Middle scholarships which will provide additional facilities for boys to proceed to the Vernacular Middle stage and therefore, it is hoped, increase the number of qualified candidates for Normal School stipends.

(*ii*) In order to cope with the increased demand for trained teachers entailed by the opening of a hundred new Primary Schools, the number of Normal School stipends was raised from 60 to 80 with effect from the 1st April 1913. The number of qualified candidates, *i. e.* those who have passed the Middle Vernacular standard examination, is still inadequate, and it has been necessary to award a considerable proportion of the stipends to teachers possessing only Upper Primary qulifications, the special class instituted in 1911 being retained.

(*iii*) The rules for recognition and grant-in-aid of schools were revised to take effect from the 1st October 1913. It may be of interest to note the points of difference between the new rules and the existing rules which are prescribed in the Punjab Education Code. The existing rules for the recognition of schools do not specify the standard of staff and expenditure which the Education Department requires of a school before recognising it, and consequently there must always be a certain amount of difficulty in judging whether a school is entitled to recognition, and still more in deciding whether a recognised school has so far fallen below the standard of efficiency, which may reasonably be expected of an institution of its class, that recognition should be withdrawn. The revised recognition rules, on the other hand, prescribe a certain minimum standard of staff and expenditure which Education Department requires of a school before declaring it entitled to recognition.

The existing rules for grants-in-aid are based on the simple principle of encouraging private effort. The more efficient the private effort, the more liberal the grant. The effect of this has been to widen the difference between good and bad schools. A school with small resources earns so small a grant that it can not hope to improve its staff and increase its efficiency. A school with large endowments, on the other hand, may earn more in the shape of grants than is actually required to meet its monthly expenditure. The revised grant-in-aid rules are based on a fundamentally different principle. It is considered that the prime object of a grant-in-aid is to help institutions under private management which supply a real educational need. The first step, therefore, when an application for a grant is made, must be to ascertain whether the institution is really desirable. When the necessity of the school has been proved, the Department proposes to help it to maintain the minimum standard of recurring expenditure which is consistent with proper efficiency and by special grants to reach a higher standard.

The effect of these rules should be to encourage private effort wherever the need of an educational institution is felt and at the same time secure that standard of efficiency in the absence of which Government grants are often money thrown away.

(*iv*) The revised rules for recognition and grants-in-aid will affect Primary as well as Secondary Education. The provincialization of the Municipal High Schools should produce a beneficial effect on High School education throughout the Province. This measure proposals for which were sent to the Government of India in the year under report was sanctioned in April in the current year, and with effect from the 1st of September the five Municipal Board High Schools of Peshawar, Hazara, Bannu, Kohat and Dera Ismail Khan, and the District Board Anglo-Vernacular Middle School of Mardan (which will be raised to

the status of a High School) will become Government institutions. The following features of the provincialization scheme deserve notice:—

(*a*) In order to facilitate transfers of teachers from one school to another a uniform scale of staff and salaries in all the provincialized High Schools has been adopted, except in the case of the Peshawar High School and a correspondence established between the pay of certain posts in these schools and the pay of posts in Anglo-Vernacular Middle and Vernacular Middle Schools. For example the pay of the Third, Sixth (and Seventh) Masters in High Schools will correspond respectively to the pay of Headmasters and Assistant Masters of Anglo-Vernacular Middle Schools. Similarly in order to facilitate exchanges between the Inspecting and Teaching Branches of theService, the pay of Headmasters is made to correspond to that of the District Inspectors of Schools. In the case of the Peshawar High School, the Headmaster will be a European in the Indian Educational Service, with the usual salary of Rs. 500-50-1,000.

(*b*) Another important feature is this that only the Secondary Departments of the Municipal High Schools will be provincialized. The abolition of the teaching of English in Primary Departments has had the effect of severing the close connection which formerly existed between the Primary and Secondary Departments of the High Schools. A boy who enters the Secondary Department of an Anglo-Vernacular School from a rural Primary School has passed through exactly the same training as one who is promoted from its Primary Department. The Primary Department is therefore no longer an integral part of a Secondary School. Accordingly, on the principle that Primary Education should be as far as possible the concern of Local Bodies, the Primary Departments will be converted into ordinary Municipal Primary Schools, and provided, as soon as possible, with separate buildings.

The effect of this measure, besides raising the standard of High School Education, will be to set free for the purpose of Primary Education the sums now devoted by the Municipalities to the maintenance of their High Schools. Hitherto the provision for Primary Education in Municipalities has been grossly inadequate, and, as remarked in the Quinquennial Report, the consequence has been a large overcrowding in the Primary Departments of the Municipal High Schools. When the provincialization scheme takes effect a sum of approximately Rs. 31,000 per annum will be available from Municipal Funds for Primary Education.

(*c*) The movement for the foundation of the Islamia College at Peshawar, mentioned in the Quinquennial Report, advanced still further in the year under report. Proposals for the establishment of a triple institution, consisting of an Arts College, an Oriental Branch and a High School were sanctioned by the Government of India, and supported by a non-recurring Imperial grant of Rs. 2,00,000, the Committee commenced the main building operations in October. The work proceeded with such rapidity that the school building and one Hostel were completed by the end of March, and the school was formally opened by Sir Harcourt Butler, Member of the Viceroy's Council for Education, in April in the current year. Since then a second Hostel has been completed and, at the time of writing, there are 154 boys on the rolls practically all of whom are in residence. In addition to the non-recurring

grant of Rs. 2,00,000, the Government of India made a recurring grant of Rs. 25,000 to this institution, while a non-recurring grant of Rs. 35,000 was made from Provincial revenues. In the current year a further Imperial recurring grant of Rs. 15,000 has been sanctioned.

3. *Number of institutions and scholars* :—The following table shows the number of institutions and scholars in the Province in the years 1911-12 and 1912-13 :—

MALE.

Class of institution.	*Number of institutions.*		Increase or decrease.	*Number of scholars.*		Increase or decrease.
	1912-13.	1911-12.		1912-13.	1911-12.	
Arts Colleges ...	1	1	...	37	38	—1
High Schools ...	12	12	...	5,438	5,146	+292
Middle Schools ...	22	18	+4	4,912	3,864	+1,048
Primary Schools ...	335	260	+75	16,899	14,129	+2,770
Training Do. ...	1	1	...	58	59	—1
Private Do. ...	482	470	+12	7,296	7,227	+69
	853	762	+91	34,640	30,463	+4,177

NOTE.—It is impossible to distinguish between Upper and Lower Primary Schools. All Primary Schools may be classified as Upper Primary.

FEMALE.

Class of institutions.	*Number of institutions.*		Increase or decrease.	*Number of scholars.*		Increase or decrease.
	1912-13.	1911-12.		1912-13.	1911-12.	
Middle Schools ...	1	1	...	352	322	+30
Primary Schools ...	29	28	+1	2,044	1,925	+119
Private Schools ...	84	110	—26	1,436	2,201	—765
	114	139	—25	3,832	4,448	—616

The percentage of scholars attending schools in each district to those of school-going age is as follows :—

DISTRICT.	1912-13.	1911-12.
1. Hazara	8·5	8·1
2. Peshawar	9·9	8·3
3. Kohat	11·3	10·2
4. Bannu	18·1	16·6
5. Dera Ismail Khan ...	19·2	18·3

The proportion of all scholars in the Province to the population of school-going age is as follows:—

1911-12.		1912-13.	
Boys	Girls	Boys	Girls
17·2	2·9	19·5	2·5

The following table shows the classification of scholars according to race or creed :—

Race or Religion.	*Number in schools in*		Increase or decrease.
	1912-13.	1911-12.	
Muhammadans	27,319	24,620	2,699
Non-Brahman Hindus ...	8,949	8,219	730
Brahmans	782	825	43
Sikhs	1,370	1,207	163
Indian Christians ...	51	39	12
Europeans or Eurasians ...	1	1	...
	38,472	34,911	3,561

The satisfactory features of the above tables are :—

(*i*) The large increase in the number of Boys' Primary Schools and in the number of scholars attending them. This was due to the utilization of the Imperial grant of Rs 50,000 (mentioned above) in opening one hundred new schools. It should be noted that of these new schools, 21 were previously Aided Indigenous Schools, while four Primary Schools were raised to the status of Middle Schools. The total increase therefore in Primary Schools is 75. The increase in the number of scholars is the more remarkable when it is remembered that the number of classes was reduced from five to four.

(*ii*) The very considerable increase in the number of Middle Schools and scholars. Three District Board Schools and one Aided School were raised to Middle Schools. A part of the Imperial grant of Rs. 50,000 was used for raising the status of the three Board Schools. The increase in the number of scholars is partly attributable to the opening of these new schools and partly to the abolition of the 5th Primary Class and the inclusion of the pupils of that class in the 1st Middle.

(*iii*) The increase in the number of Muhammadan scholars by 2,699.

(*iv*) The comparatively great increase in the percentage of scholars attending schools to those of school-going age in the Bannu District.

The unsatisfactory features are :—

(*i*) The decline in the number of girl scholars by more than 600, chiefly due to the remarkable decrease in the number of private schools.

(*ii*) The small increase in the percentage of scholars to the population of school-going age in the Hazara District.

4. *Expenditure* :—The sources of expenditure in the years 1911-12 and 1912-13 are shown in the following table :—

Sources.	Expenditure in 1912-13.	Expenditure in 1911-12.	Percentages to totat expenditure 1912-13.	Percentages to total expenditure 1911-12.
	Rupees	Rupees.		
Provincial ...	(*a*) 3,68,120	99,439	38·2	23·2
District Funds ...	(*b*) 3,06,277	1,42,169	31·9	33·2
Municipal Funds	(*c*) 1,76,057	68,205	18·3	15·9
Fees	64,429	55,772	6·7	13·0
Other sources ...	47,313	62,913	4·9	14·7
TOTAL ...	9,62,195	4,28,498	100	100

(*a*) This includes the following Imperial grants :—

(*i*) Rs. 2,00,000 non-recurring towards the building of the Islamia College, Peshawar.
(*ii*) Rs. 25,900 recurring for the Islamia College.
(*iii*) Rs. 35,000 non-recurring for the building of Hostels for Secondary Schools. This grant was subsequently made over to the Islamia College, Peshawar.

(*b*) This includes the following Provincial contributions :—

(*i*) Rs. 38,184 out of the Imperial grant of Rs. 50,000 for the opening and maintenance of new Primary and Middle Schools, the balance amounting to Rs. 11,816 being utilized for the erection and extension of buildings.
(*ii*) Rs. 21,050 for improving the pay of teachers.
(*iii*) Rs. 1,10,000 (out of the Imperial grant of Rs. 2,14,000) for new buildings and equipment for Vernacular Middle and Primary Schools.

(*c*) This includes the following Provincial contributions :—

(*i*) Rs. 10,000 for pensions of Secondary teachers.
(*ii*) Rs. 1,716 for improving the staffs of Middle Schools.
(*iii*) Rs. 1,04,000 out of the Imperial grant of Rs. 2,14,000 for building purposes.

The Government of India made in the course of the year grants amounting to a total sum of Rs. 5,24,000, the percentage of Imperial to the total expenditure on education being no less than 54·5.

The gross expenditure (including Provincial contributions and fees) of each District Board on education is shown in the subjoined table :—

DISTRICT.	Budget provision for 1912-13.	Gross expenditure for 1912-13.
	Rs.	Rs.
Hazara	30,437	31,352
Peshawar	52,093	52,341
Kohat	17,383	17,259
Bannu	19,382	19,347
Dera Ismail Khan	26,805	26,804

N. B.—The figures are exclusive of Provincial contributions for building purposes.

It was remarked above (*vide* Chapter I—2) that with effect from the 1st of April 1912 a system was introduced by which the sums devoted by the District Boards to education were fixed for a term of years on the basis of 25 per cent. of their average income for the last five years, provision being made that the difference between these amounts and the cost of education should be met from Provincial Revenues. This measure has resulted in removing the financial uncertainty and worry which formerly hampered the progress of education under District Board management.

The following table shows the expenditure of Municipal Boards on Education in the years 1911-12 and 1912-13 :—

YEAR.	Total Municipal Expenditure on Education.	NET EXPENDITURE ON SCHOOLS (EXCLUSIVE OF FEES AND INDIRECT EXPENDITURE.)		
		High.	Middle.	Primary.
	Rs.	Rs.	Rs.	Rs.
1912-13 ...	(a) 1,76,057	40,488	4,837	7,249
1911-12 ...	68,205	36,719	4,220	5,921

(a) Includes Rs. 1,04,000 out of the Imperial grant of Rs. 2,14,000 made at the close of the year for buildings and equipment, Provincial Contributions of Rs. 10,000 for pension of Secondary teachers in High Schools and Rs. 1,716 for improving the pay of teachers in Middle Schools.

It will be seen that the Municipal Board High Schools absorb an overwhelmingly large proportion of the total expenditure with the result that the Municipalities are unable to pay sufficient attention to the needs of Primary Education. This neglect will disappear with the provincialization of the Municipal High Schools which by relieving the Municipalities of the cost of maintaining these schools will enable them to devote approximately Rs. 31,000 per annum to the maintenance and extension of Primary Education in their areas.

The average cost of educating a pupil in the different classes of institutions in 1911-12 and 1912-13 is shown in the following table :—

Average cost of educating a pupil.

YEAR.	Arts College.	Secondary schools.	Primary schools.	Training school.	Average cost of a pupil receiving instruction.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
1912-13 ...	421 8 9	15 15 7	5 13 3	204 4 9	10 10 4
1911-12 ...	387 0 5	16 4 1	5 4 1	288 14 6	10 11 9

The table on page 10 gives a General Summary of the number of institutions and scholars and the expenditure on education in the Province in the years 1911-12 and 1912-13.

GENERAL SUMMARY.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1912-13.	1911-12.	Increase.	Decrease.	1912-13.	1911-12.	Increase.	Decrease.	1912-13.	1911-12.	Increase.	Decrease.
PUBLIC INSTITUTIONS.									Rs.	Rs.	Rs.	Rs.
For Males.												
Arts Colleges { English ...	1	1	...	...	37	38	...	1	16,862	14,707	2,155	...
Arts Colleges { Oriental ...	...	...	...	...	...	...	...	...	...	...	...	...
High Schools	12	12	...	...	5,438	5,146	292	...	1,19,390	1,13,163	6,227	...
Middle Schools	22	18	4	...	4,912	3,864	1,048	...	41,373	32,232	9,141	...
Total Secondary Schools ...	34	30	4	...	10,350	9,010	1,340	...	1,60,763	1,45,395	15,368	...
Primary Schools ...	335	260	75	...	16,899	14,129	2,770	...	84,967	64,804	20,163	...
Total Schools for General Education	369	290	79	...	27,249	23,139	4,110	...	2,45,730	2,10,199	35,531	...
Institutions for Special Instructions	1	1	..	...	58	59	...	1	11,645	15,312	...	3,667
Total Institutions for General Education and for Special Instruction ...	371	292	79	...	27,344	23,236	4,108	...	2,74,237	2,40,218	34,019	...
For Females												
High Schools	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools	1	1	...	...	352	322	30	...	2,140	1,841	299	...
Total Secondary Schools ...	1	1	...	...	352	322	30	...	2,140	1,841	299	...
Primary Schools	29	28	1	...	2,044	1,925	119	...	14,036	10,968	3,068	...
Total Schools for General Education	30	29	1	...	2,396	2,247	149	...	16,176	12,809	3,367	...
Schools for Special Instruction	...	...	...	...	...	...	...	...	...	...	...	...
Total Schools for General Education and for Special Instruction	30	29	1	...	2,396	2,247	149	...	16,176	12,809	3,367	...
Total Public Institutions for Males and Females ...	401	321	80	...	29,740	25,483	4,257	...	2,90,413	2,53,027	37,386	...
Private Institutions												
For Males	482	470	12	...	7,296	7,227	69	...	...	...	...	...
For Females	84	110	...	26	1,436	2,201	...	765	...	...	...	...
Total Males and Females ...	566	580	...	14	8,732	9,428	...	696	...	...	...	...
Grand Total of Institutions, Public and Private ...	967	901	66	...	38,472	34,911	3,561	...	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	9,606	11,055	...	1,449
Other Charges	...	...	...	...	...	...	...	...	6,62,176	1,64,416	4,97,760	...
Grand Total of Expenditure	...	...	...	...	...	...	...	...	9,62,195	4,28,498	5,33,697	...

	Number of Scholars.			
High Stage ... { Boys ...	575	560	15	...
High Stage ... { Girls ...	...	...	...	...
Middle Stage ... { Boys ...	3,477	1,761	1,716	...
Middle Stage ... { Girls ...	23	25	...	2
Total ... { Boys ...	4,052	2,321	1,731	...
Total ... { Girls ...	23	25	...	2
Upper Primary* ... { Boys ...	2,784	3,934	...	1,150
Upper Primary* ... { Girls ...	239	226	13	...
Lower Primary* ... { Boys ...	20,397	16,892	3,505	...
Lower Primary* ... { Girls ...	2,150	1,988	162	...
Total ... { Boys ...	23,181	20,826	2,355	...
Total ... { Girls ...	2,389	2,214	175	...

From Imperial Revenues ...	...	...
„ Provincial Revenues ...	3,68,120	99,439
„ District Funds ...	3,06,277	1,42,169
„ Municipal Funds ...	1,76,057	68,205
„ Fees { Tuition Fees ...	63,625	54,636
„ Fees { Other Fees ...	804	1,136
„ Other Sources ...	47,312	62,913
Total ...	9,62,195	4,28,498

From Imperial Revenues ...	...	...
„ Provincial Revenues ...	2,68,681	...
„ District Funds ...	1,64,108	...
„ Municipal Funds ...	1,07,852	...
„ Fees { Tuition Fees ...	8,989	...
„ Fees { Other Fees ...	...	332
„ Other Sources ...	...	15,601
Total ...	5,33,697	...

* Of both Secondary and Primary Schools.

II.—DIRECTION AND INSPECTION.

1. *Personnel.*—Mr. Richey continued to hold charge of the Directorship of Public Instruction of the North-West Frontier Province and Baluchistan. Two new appointments were created, namely the Inspectorships of the Northern Circle (including the Districts of Peshawar and Hazara) and the Southern Circle (comprising the Districts of Bannu, Kohat and Dera Ismail Khan, the Kurram and Tochi Agencies and the Shirani Country). To the former Mirza Ali Muhammad Khan, B. A., formerly Personal Assistant to the Director of Public Instruction for the North-West Frontier Province, was appointed with effect from the 30th of May 1912, and to the latter M. Muhammad Feroz-ud-din Khan, B. A., formerly Personal Assistant to the Director for Baluchistan, was appointed with effect from 4th of June 1912.

The post of Personal Assistant to the Director for the North-West Frontier Province remained vacant till the 23rd of November 1912, when it was filled by M. Ghulam Hassan formerly District Inspector of Schools, Kohat.

A few changes were made in the District Inspecting Agency. M. Ghulam Sarwar Khan, B. A., Second Master of the Keen Municipal Board High School, Dera Ismail Khan officiated as District Inspector of Schools, Kohat, in the absence of M. Ghulam Hassan on two months' privilege leave. On the appointment of the latter as Personal Assistant to the Director, M. Nur Husain, M. A., was placed in charge of the Kohat District with effect from the 25th of November 1912. The post of Assistant District Inspector of Schools, Peshawar, was vacant up to the 31st of July 1912, when S. Muhammad Husain Shah, B. A., Third Master, Municipal Board High School, Peshawar, was temporarily appointed. He was relieved of his charge on the 15th of November 1912, in order to take up the post of 2nd Master at the Municipal Board High School, Peshawar, and the vacancy was filled on the 30th of November 1912 by M. Nazar Muhammad, B. A., who continued to hold the post till the end of the year.

2. *Character of work.*—In the Quinquennial Report of last year, it was noted that the work of inspection had resolved itself into the mechanical operation of checking statistics and preparing reports, little importance being attached by Inspectors to the instructional side of their duties. Mr. Richey's own indefatigable inspection and the dissemination of his notes on teaching went far to remove this reproach, and he was ably assisted by the two newly appointed Circle Inspectors. By the organization of Teachers' meetings and by personal inculcation of the new methods of teaching in the schools themselves, they set an example which the District Inspectors were not as a rule slow to follow, and a great improvement in the character of the work of inspection may be confidently expected in succeeding years.

The work of the following officers deserves special mention, Mirza Ali Muhammad Khan, B. A., Inspector, Northern Circle, Sheikh Allah Din, B. A., District Inspector of Schools, Bannu, and M. Ghulam Hassan, Personal Assistant to the Director of Public Instruction.

III.—INSTITUTIONS CALSSIFIED BY MANAGEMENT.

1. *Schools under District Boards.*—The subjoined table shows the number of District Board Schools and the number of scholars in attendance in the years 1911-12 and 1912-13 :—

year.	Number of Schools under the direct management of District Boards.					Number of Scholars.				
	Anglo-Vernacular Middle.	Vernacular Middle	*Primary.* Boys.	*Primary.* Girls.	Total.	Anglo-Vernacular Middle	Vernacular Middle	*Primary.* Boys.	*Primary.* Girls.	Total.
1912-13	3	15	307	3	328	1,092	2,649	14,416	106	18,263
1911-12	3	12	210	3	228	1,103	2,045	10,768	109	14,025

With the Imperial grant of Rs. 50,000 three Primary Schools were converted into Vernacular Middle Schools and 100 new Primary Schools opened. The new Vernacular Middle Schools were opened at Chamkanni, Paharpur and Kark in the Peshawar, Dera Ismail Khan and Kohat Districts, respectively. Of the 100 new Primary Schools 18 were opened in the Peshawar District, 28 in the Hazara District, 16 in the Kohat District, 16 in the Bannu District and 22 in the Dera Ismail Khan District. For the maintenance and equipment of these schools the Imperial grant was distributed to the District Boards as follows :—

District Board.	*Amount of contribution.*
	Rs.
1. Peshawar	9,228
2. Hazara	8,872
3. Kohat	6,392
4. Bannu	5,272
5. Dera Ismail Khan	8,420
	38,184

The balance amounting to Rs. 11,816 was utilized for school buildings.

The opening of these schools was chiefly responsible for the large increase in the number of scholars attending the Vernacular Middle and Primary Schools.

The question of the housing of the District Board Schools which figured so prominently in the Quinquennial Report was seriously taken up in the course of the year a vigorous movement was initiated for the provision of adequate school buildings, and 28 new buildings were constructed and a considerable number enlarged or improved. Towards the close of the year the Imperial Government made a non-recurring grant of Rs. 2,14,000. Of this sum Rs. 1,10,000 were distributed to the District Board as follows:—

Local Boards to whom contribution was made.	*Amount of contribution for* (a) *buildings*, (b) *equipment.*	
1. Peshawar District Board ...	Rs. 40,500	Rs. 1,500
2. Hazara Do. Do. ...	Rs. 17,000	Rs. 2,000
3. Kohat Do. Do. ...	Rs. 16,000	Rs. 1,000
4. Bannu Do. Do. ...	Rs. 20,000	Rs. 2,000
5. Dera Ismail Khan District Board. ...	Rs. 9,000	Rs. 1,000
	Rs. 1,02,500	Rs. 7,500

Arrangements were made for the expenditure of the building contributions through the Public Works Department, the programme including the erection of 2 Vernacular Middle Schools and 17 Primary School buildings and the extension of 12 Vernacular Middle and 11 Primary Schools.

From the above figures it will be seen that the Middle Schools should be well provided for in the matter of buildings. But much still remains to be done in the matter of housing for Primary Schools. It was noted in the report of the last year that ninety existing Board Schools were held in rented buildings very often unsuitable and generally inadequate. That number was considerably reduced, and arrangements were made for still further reducing it, in the year under report. But meantime one hundred new Primary Schools were opened last year, and a hundred and five more are being started at the time of writing. These new schools may be, to begin with, accommodated in hired buildings. But this can not be regarded as a permanent arrangement, and meantime a considerable number of schools already established cry aloud for suitable housing.

While, however, the building problem must still be regarded as unsettled, it is satisfactory to note that the schools are amply provided with furniture and general equipment. A standard scale of equipment for both Middle and Primary Board Schools was introduced in the course of the year and no schools were allowed to fall short of that standard.

Allusion has been made above to the introduction of a financial system by which the expenditure of the Boards is fixed and regularized for a term of years. This measure has produced the happiest results by relieving the Boards of perpetual finacial worry, and enabling the Department to embark on a policy

of expansion without fear of its efforts being nullified by inability on the part of the Boards to maintain a constant standard of expenditure.

The loss of fee receipts entailed by the introduction of free Primary Education was more than covered by the increase in the fees of Anglo-Vernacular and Vernacular Middle Schools, the fee receipts for the year amounting to Rs. 7,756 as compared with Rs. 7,475 in the previous year. In anticipation, however, of a possible diminution of revenue on this account a grant of Rs. 1,346 was made in *perpetuo* to District Boards from Provincial Funds.

The average attendance at a Primary School decreased from 51·2 to slightly under 47. But when it is remembered that one hundred of the new schools were not opened till May and June, and naturally started with a small attendance, the average must be regarded as far from unsatisfactory. The new schools with few exceptions, thoroughly justified their existence, the average attendance in some cases rising as high as 56.

2. *Schools under Municipal Boards.*—The following table shows the number of schools under the management of Municipal Committees and the attendance of scholars in the years 1911-12 and 1912-13:—

Year.	Number of Schools.						Number of Scholars.					Total.
	High.	Anglo-Vernacular Middle.	Vernacular Middle	*Primary.* Boys.	Girls.	Total.	High.	Anglo Vernacular Middle.	Vernacular Middle.	*Primary.* Boys.	Girls.	
1912-13 ...	5	2	1	6	8	22	2,004	624	237	411	660	3,936
1911-12 ...	5	1	2	4	8	20	1,918	336	380	266	696	3,596

Of the eight Municipal Committees in the Province five maintain one High School each, two one Anglo-Vernacular Middle School each and one a Vernacular Middle School, while the five larger Committees also maintain Branch Primary Schools.

It is satisfactory to note that two new Primary Schools were opened by the Municipal Committee, Peshawar. The Vernacular Middle School at Tank was raised to the status of Anglo-Vernacular Middle. Otherwise the status *quo* remained unchanged.

Reference has already been made to the inadequacy of the provision for Primary Education in Municipalities and to the proposed provincialization of the Municipal High Schools which will remedy this defect.

Of the Imperial grant of Rs. 2,14,000 made towards the close of the year for buildings and equipment Rs. 1,04,000 were allotted to Municipalities as follows:—

1.	Peshawar ...	Rs.	75,000
2.	Haripur ...	,,	15,000
3.	Dera Ismail Khan ...	,,	14,000
	Total	Rs.	1,04,000

The Peshawar Municipality devoted the whole of its allotment to the construction of a new High school and Boarding House a site for which had already been acquired on the outskirts of the city. Plans are being made, at the time of writing, for the erection of the buildings, and it is anticipated that the work will be completed before the close of the current year. The existing buildings will be utilized for the accommodation of the Primary Department.

The grants made to the Haripur and Dera Ismail Khan Municipalities were for the purpose of extending the Anglo-Vernacular Middle School and Boarding House, and erecting a new Primary School respectively.

All the High Schools suffer from inadequate accommodation; but some improvements were effected in the Bannu High School in the course of the year.

3. Aided Schools.—The following table shows the number of aided schools in 1911-12 and 1912-13 with the number of scholars attending them and the grants which they received distributed according to the authorities which made the grant:—

Aided by	Year.	Colleges.			High Schools.			Middle Schools for Boys.			Middle Schools for Girls.			Primary Schools for Boys.			Primary Schools for Girls.			Indigenious Schools for Boys.			Indigenious Schools for Girls.			Total.		
		Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.
				Rs.			Rs.			Rs.			Rs.			Rs.			Rs.			Rs.			Rs.			Rs.
Government.	1912-13	4	37	2,500	7	3,434	15,691	...	...	...	...	...	...	2	316	318	1	66	195	...	...	...	—	...	...	11	3,853	18,704
	1911-12	1	38	1,200	5	2,422	13,655	...	...	...	..	...	...	2	354	359	1	60	177	...	...	...	...	...	...	9	2,874	15,391
District Board.	1912-13	...	...	...	...	...	...	1	310	(a) 960	...	...	...	...	...	...	...	...	...	9	463	1,337	6	277	504	16	1,050	2,801
	1911-12	...	...	...	...	...	—	...	...	...	...	...	...	...	...	...	...	...	...	32	1,312	2,758	6	218	401	38	1,530	3,159
Municipal Board.	1912-13	...	...	...	4	1,682	2,372	...	...	...	1	352	674	1	237	972	...	...	...	6	795	1,224	4	469	557	16	3,535	5,799
	1911-12	...	...	...	3	1,139	1,799	...	...	...	1	322	611	3	421	650	1	60	36	5	608	661	4	400	509	17	3,004	4,266

(a) Frontier School, Peshawar, aided from cantonment funds.

As several institutions received grants from both Provincial and Municipal Funds they are shown under both Government Aided and Municipal Aided Schools.

The new rules of recognition and grant-in-aid described above (Chapter I-2) will be introduced with effect from the 1st of October in the current year.

The Imperial Government made special grants of Rs. 2,00,000 for the erection of the buildings, and Rs. 25,000 for the maintenance of the Islamia College, Peshawar, while the grant of Rs. 35,000 made by the Government of India for Hostel buildings for Secondary Schools was also spent on that institution.

Grants were also made from Provincial Revenue for building purposes to the National High School, Peshawar, (Rs. 10,000); the Islamia School, Kohat, (Rs. 4,000), and the Albert Victor Anglo-Sanskrit High School, Abbottabad (Rs. 725) while small grants amounting to Rs. 4,959 were made to a number of schools for books and furniture.

4. Private Schools :—The following table gives the number of private schools and the attendance of scholars in 1911-12 and 1912-13 :—

Name of District.	*Number of schools.*		*Number of scholars.*	
	1912-13.	1911-12.	1912-13.	1911-12.
1. Hazara ...	116	136	1,446	2,125
2. Peshawar ...	130	115	2,214	2,028
3. Bannu ...	167	162	2,238	2,216
4. Dera Ismail Khan	113	121	2,112	2,293
5. Kohat ...	40	46	722	766
	566	580	8,732	9,428

The figures for these schools must be accepted with reservation, as the returns are obtained by the District Inspectors from Patwaris and the schools are not open to Departmental inspection.

It is noticeable that the numbers both of schools and scholars have still further decreased except in the Peshawar and Bannu Districts. The Inspectors report that the decrease is to be attributed mainly to the opening of new District Boad Schools. The increase in the Peshawar District is stated to be due to the propaganda of one Haji Sahib of Turangzai who started in opposition to the new public schools a number of Islamia institutions in which religious instruction forms the chief feature of the curriculum.

Of the 566 schools, 39 gave instruction in vernacular to 802 scholars: 67 taught Arabic and Persian to 939 scholars: four were Sanskrit schools: and 456 (372 for boys and 84 for girls) taught the Quran by rote to 5,494 boys and 1,436 girls, respectively.

As was remarked in last year's report, these schools play practically no part in advancing the cause of literacy in the Province, and they will probably disappear with the expansion of Public Primary Education.

IV.—INSTITUTIONS CLASSIFIED BY STANDARD OF INSTRUCTION.

1. *Arts College.*—(*a*) The following table shows the attendance, expenditure and examination results of the Edwardes Church Mission College, Peshawar, the only collegiate institution in the Province in the year under report:—

Year.	Number of scholars.	Direct Expenditure Rs.	*Results.*	
			F. A. Examination	B. A. Examination.
1912-13	37	16,862	4/8	Not out.
1911-12	38	14,707	12/17	...

The staff consisted of two European and four Indian Professors and Lecturers, an additional Indian Professor being appointed in the year of report.

The new block of buildings for the accommodation of boarders, mentioned in last year's report, was completed and opened in May 1912.

Of the 37 students on the roll 10 were reading in the B. A. classes, and candidates for the B. A. examination were presented this year for the first time. The number of candidates presented for the F. A. examination shows a considerable decrease, as compared with the previous year.

(*b*). Great progress was made in the building of the Islamia College and school during the year. The programme of construction included an Arts College and Hostel, an Oriental Institution and Hostel, a High School and three School Hostels, a mosque, and residences for the Principal of the College and the Head Master of the High School, respectively. Of these buildings the High School, consisting of 26 rooms, and one School Hostel were completed before the end of the year under report, while the Principal's house and a second school hostel were ready for habitation before the end of May in the current year, and the rest are expected to be finished by the 1st October. Mr. L. Tipping, Head Master of the High School, Ranchi, Behar and Orissa, and a member of the Indian Educational Service, was appointed Principal in March. The school was opened on the 14th of April this year and, at the time of writing, there are 154 scholars on the rolls drawn from all parts of the Province, from the Malakand Agency in the north to the Shirani country in the south and from the Khyber Agency in west to the borders of Kashmir in the east. The college will be opened on the 1st of October this year, and the Committee are now applying for its affiliation to the Punjab University up to the M. A. standard.

It is difficult to estimate, without an appearance of exaggeration, the part which this institution is destined to play in the future in spreading the light of learning throughout the Frontier Territory. Planted at the gate of of India, three miles from the Khyber Pass, its influence seems calculated to extend beyond the settled Districts into the Agencies and even further. For the present it is sufficient to note that the school, started under the best of auspices, has attained an immediate success which reflects great credit on the founders of the movement and especially upon their energetic Secretary, Khan Bahadur Sahibzada Abdul Qaiyum Khan, C.I.E.

2. *Secondary Schools.*—The following table shows the condition of Secondary Schools in the years 1911-12 and 1912-13.

Year.	Number of Schools.				Number of Scholars.				Number of Scholars reading English.	Direct Expenditure.				Number of qualified teachers.	Results.		
	High.	Middle.		Total.	High.	Middle.		Total.		High Schools.	Anglo-Vernacular Middle Schools.	Vernacular Middle Schools.	Total.		Matriculation.	Anglo-Vernacular.	Vernacular Middle.
		Anglo-Vernacular Middle.	Vernacular Middle.			Anglo-Vernacular Middle.	Vernacular Middle.										
										Rs.	Rs.	Rs.	Rs.				
1912-13	12	6	16	34	5,438	2,026	2,886	10,350	3,379	1,19,390	18,724	22,649	1,60,763	246/403	130/254	294/402	118/134
1911-12	12	4	14	30	5,146	1,439	2,425	9,010	3,520	1,13,163	13,734	18,498	1,45,395	233/338	149/270	231/363	68/109

The figures of attendance do not accurately express the number of scholars receiving Secondary Education in the Province, as they include pupils in the Primary Departments.

The satisfactory features of this table are :—

(*i*) The increase in the number of Middle Schools (Anglo-Vernacular and Middle Vernacular).

(*ii*) The excellence of the Middle Vernacular examination results, the percentage of passes having risen from 62·4 to 83·5.

(*iii*) The increase in the percentage of the results of Anglo-Vernacular Middle School examination from 63·6 to 73·1.

The unsatisfactory feature disclosed by the table is the decline in the percentage of qualified teachers from 68·9 to 61. The lack of proper qualifications is most marked among the teachers of English. For this deficiency two causes are assigned :—

(*a*) The absence of training facilities for Senior and Junior Anglo-Vernacular teachers. The Province is dependent for teachers of this class on the Central Training College, Lahore, and as the number of stipends awarded by the Education Department is very small, amounting to Rs. 50 per annum, few students from this Province avail themselves of the opportunity which that institution offers for training.

(*b*) The inadequacy of the pay attached to the posts of Junior Anglo-Vernacular teachers. The salaries of these teachers in Middle Schools under the management of Municipal and District Boards were revised in 1911. But the Inspector of Schools, Northern Circle, reports that he was unable to find qualified men for the posts and had to fall back on untrained teachers. It is a matter for consideration whether a further revision of salaries is not required.

Reference was made above (Chapter I-2) to the measures which have been adopted for the improvement of Secondary Education. It is too early to pronounce on the benefits of the revised curriculum for Vernacular Middle School or of the postponement of the teaching of English to the Middle Department of Anglo-Vernacular Schools. The true effects of these measures can be judged only after the lapse of some years. Some difficulty was experienced in the teaching of drawing in Vernacular Middle Schools owing to the lack of qualified instructors. The scheme for the provincialization of the Municipal Board High Schools has already been described at length (Chapter I-2.).

Special contributions were made from the Imperial grant of Rs. 2,14,000 for the erection of new buildings for the Municipal Board High School, Peshawar, (Rs. 75,000) and the Municipal Board Anglo-Vernacular Middle School in Haripur (Rs. 15,000) while Provincial Revenues provided Rs. 10,000 towards the construction of a new building for the National High School, Peshawar. Grants were also made from Provincial Funds to six Aided High Schools for the improvement of their libraries and to three Aided High Schools for purchase of furniture.

With the exception of the three Mission Schools at Peshawar, Dera Ismail Khan and Bannu, the High Schools are badly housed and inadequately staffed. By the provincialization scheme the staff of the five Municipal High Schools will be considerably improved. The new grant-in-aid rules should do much to raise the level of teaching in all the Aided High Schools. The building difficulty, in the case of the Municipal Board High School and the National High School, Peshawar, will be removed in the course of the current year by the aid of the grants mentioned above. But there still remains the question of providing adequate accommodation for the Municipal High Schools of Abbottabad, Bannu, Dera Ismail Khan and Kohat.

Some improvement was effected in the methods of teaching. The reports of Inspectors lay particular stress on the adoption of the direct method of teaching English in Anglo-Vernacular Schools. But the quality of the teaching must depend on the character of the staff, and, until the staff is made more efficient, very little advance can be looked for in this direction.

On the other hand the reports of Inspectors unite in praise of the discipline of the Secondary Schools. It is satisfactory to note that the institution of the Inter-Provincial Tournament (which was held at Bannu) has proved successful in promoting a healthy spirit of emulation and fair play among the boys.

There are 31 Boarding Houses, 11 for High Schools and 20 for Middle Schools. The Boarding arrangements are still far from satisfactory.

3. *Primary Schools.*—The following table shows the comparative condition of Public Primary Schools in the Province in the years 1911-12 and 1912-13 :—

Year.	Number of schools.	Number of scholars,	Number of boys learning English.	Expenditure Direct.	Number of qulified teachers in all kinds of Primary Schools.	Percentage of trained teachers.
				Rs.		
1912-13	235	16,899	...	84,967	225/492	45·7
1911-12	260	14,129	174	64,804	194/382	50·8

By means of the Imperial grant of Rs. 50,000 one hundred Primary Schools were opened in the months of June and July. But as twenty-one Indigenous Aided Schools were converted into District Board Primary Schools, while four existing Primary Schools were raised to the Middle status, there was a net addition of seventy-five to the number of Public Primary Schools. Owing to the increase in the number of schools, the number of scholars rose by 2,770, the average attendance showing a slight decrease from 54 to 50·4, which must be ascribed to the fact that the new schools started with a small average attendance and were in existence for only nine months in the year.

The percentage of trained teachers declined from 50·8 to 45·7. The main cause of this decrease is, of course, the sudden opening of a large number of new schools, the output of the training institution remaining the same. But another factor to be reckoned with is the absorption of a number of Normal School stipendiaries by the Vernacular Middle Schools. In the scheme for the extension of the Primary Education in this Province submitted to the Government of India in 1911 (*vide* letter No. 263-N, dated the 6th September 1911), it was anticipated that the increased demand for trained teachers necessitated by the opening of 445 Primary Schools spread over a period of five years could be fully satisfied in six years by increasing the number of stipends at the Normal School from 60 to 100. But since then three additional District Board Vernacular Middle Schools have been opened, each requiring, according to the standard scale three trained teachers of the class turned out by the Normal School, while four more are in course of being opened in the current year, and in subsequent years a demand for further schools of this type may be anticipated. The question of increasing the number of stipendiaries beyond the proposed limit is therefore one which deserves consideration.

The following steps were taken to improve the Primary Schools :—

(*i*) A revised curriculum was introduced (including the abolition of the teaching of English) with effect from the 1st of April 1912. It will be observed that in the above table there were no scholars learning English in the year of report.

(*ii*) In connection with the revised curriculum notes on methods of teaching were issued by the Department, inspecting officers being called upon to explain them to teachers in their visits of inspection and at special meetings convened for the purpose.

(*iii*) The list of prescribed text books was reduced and simplified.

(*iv*) The number of classes in a Primary School was reduced from five to four.

(*v*) In order to facilitate the organization of the work of teaching, model Time Tables were issued by the Department for single-teacher and for two-teacher schools.

(*vi*) To aid the adoption of these Time-Tables and to prevent unpunctuality, clocks were supplied to all Board Primary Schools.

(*vii*) A standard scale of equipment was introduced into all these institutions.

The expenditure from Imperial and Provincial Funds on Primary Schools has been described in Chapters I-2 and III—1.

4. *Training Institutions* :—In the following table the condition of the Normal School, Peshawar, the only training institution in the Province, in the years 1911-12 and 1912-13 is shown :—

YEARS.	Number of schools.	Number of scholars.	Total Direct Expenditure.	Number of qualified teachers.	RESULTS.	
					Junior Vernacular class.	Assistant Teachers' class.
			Rs.			
1912-13 ...	1	58	11,645	6/6	28/32	18/20
1911-12 ...	1	59	15,312	6/7	26/29	20/22

As in previous years the Normal School failed to attract the full number of qualified candidates for whom provision was made, although the pay and prospects of Primary teachers had been greatly improved by the establishment of the Elementary Teachers' Service. This continued deficiency must be ascribed to the shortage of youths possessing the requisite qualifications, namely the Middle Vernacular standard. To increase the supply of qualified candidates three new Middle Vernacular Schools were opened in the course of the year, while the number of scholarships tenable at such institutions was largely increased with effect from the 1st of April 1913.

In the meantime the gap in the number of qualified candidates was filled by the retention of the special class, instituted in 1911, for teachers who are not fully qualified but who have shown a special apptitude for teaching revealed by two years' approved service. The continuance of this class has been justified not only by the high percentage of passes in the examination held at the completion of the course, but, what is of greater importance, by the subsequent careers of the candidates, to the good quality of whose work as teachers in Board Primary Schools the reports of Inspecting Officers bear remarkable testimony.

With the increase in the number of stipends from 60 to 80 with effect from 1st April 1913 it has been found necessary to prolong the life of this Assistant Teachers' Class. But it is satisfactory to note that, at the time of writing, 57 Middle standard candidates have joined the school as compared with 32 last year.

The following changes in connection with this school deserve notice :—

1. A revised scale of pay for the staff was introduced with effect from the 1st of January 1913.
2. The Junior Vernacular Teachers' Certificate Examination which was formerly held by the Punjab Education Department was conducted for the first time by this Department under the supervision of the Director of Public Instruction.
3. The number of stipendiaries was increased from 60 to 80 with effect from 1st of April 1913.

The decrease in expenditure was due partly to the elimination of rent charges (amounting to Rs. 1,200 per annum) consequent on the transference of the school to the Mihman Khana and partly to the smaller requirements of the school in the shape of equipment.

The tone and discipline of the school are well reported on and the success of the students in the Central Tournament of the Punjab Normal Schools should do much to give them that *esprit de corps* which is so often lacking in institutions of this class.

The following table shows the condition of the Model School attached to the training institution in the years 1911-12 and 1912-13 :—

YEAR.	Number of schools.	Number of scholars.	Total Direct Expenditure.	Number of qualified teachers.
1912-13 ...	1	100	830	3/3
1911-12 ...	1	107	996	2/3

The decrease in the number of scholars is due to the abolition of the 5th Primary Class, and the decrease in expenditure is accounted for by the act that one post in the teaching staff remained vacant during the year.

5. *Schools for Girls* :—The following table compares the condition of Female Education in the years 1911-12 and 1912-13 :—

Year.	NUMBER OF SCHOOLS.		NUMBER OF SCHOLARS.		EXPENDITURE DIRECT.		Number of qualified teachers in all kinds of schools.	Precentage of trained teachers.	RESULTS.		
	Middle.	Primary.	Middle schools.	Primary schools.	Middle schools.	Primary schools.			Middle standard.	Upper Primary.	Lower Primary.
					Rs.	Rs.					
1912-13 ...	1	29	352	2,044	2,140	14,036	10/68	14·7	5/5	59/73	143/182
1911-12 ...	1	28	322	1,925	1,841	12,809	7/63	11·1	6/8	50/62	117/158

The Arya Kannya Pathshala, Dera Ismail Khan, remained the only Secondary School for girls, the attendance increasing by 30. The average cost of educating a girl in the school was Rs. 6-10-4 per annum.

There were 29 recognised Primary Schools, 3 District Board, 8 Municipal Board, 11 Aided and 7 Unaided. The number of scholars increased by 119 to 2,044.

If the girls studying in boys' schools and private schools are reckoned, the total number of girls attending school amounted to 3,832, which means a decline in the percentage of girls at school to those of school-going age from 2·9 to 2·5. This decrease is due to the decline in the number of private girls schools from 110 to 84. Of the 29 Public schools seven were intended for Muhammadans, Urdu being the medium of instruction, and the remaining 22 taught Hindi, Nagri or Gurmukhi to Hindu and Sikh girls. The average cost of educating a girl in a Primary School was Rs. 7-5-2 per annum.

The percentage of qualified teachers shows an increase, but it is still deplorably low. Very little can be done to improve the standard of instruction until there is a really strong demand for the education of girls. The present demand does not justify any large additional expenditure in this direction.

V.—EDUCATION OF MUHAMMADANS.

In conformity with orders recently issued by the Government of India, a short account is here given of the advancement of the Muhammadans of the Province in the different branches and grades of education. It may be as well to state at the outset that this community contributes nearly 93 per cent. of the total population of the Province and over 71 per cent. of the scholars in attendance at the various educational institutions.

The following statement shows in a comparative form the number of Muhammadans, Hindus and Sikhs, respectively, attending the various educational institutions in the Province in the years 1911-12 and 1912-13 :—

Table showing the number of Muhammadans in attendance at the various Educational Institutions in comparison with number of Hindus and Sikhs.

	Muhammadans.				Hindus.*						Sikhs.			
					1912-13.		1911-12.							
	1912-13.	1911-12.	Increase.	Decrease.	Brahman.	Non-Brahman.	Brahman.	Non-Brahman.	Increase.	Decrease.	1912-13.	1911-12.	Increase.	Decrease.
SCHOLARS IN INSTITUTIONS FOR MALES.														
Arts Colleges, English ...	23	23	...	...	...	12	...	14	...	2	2	...	2	...
Oriental Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
In Secondary Stage. { Anglo-Vernacular ...	1,713	938	775	...	113	1,255	118	816	434	...	208	110	98	...
In Secondary Stage. { Vernacular.	534	342	292	...	15	172	9	54	124	...	26	5	21	...
„ Primary Stage ...	16,512	14,452	2,059	...	478	5,478	447	5,262	247	...	693	646	47	...
„ Training Institutions ...	45	48	...	3	3	10	1	8	4	..	...	2	...	2
„ Law Schools ...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
„ Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Mayo School of Art ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Public Institutions ...	18,827	15,704	3,123	...	609	6,927	575	6,154	807	...	929	763	166	...
Scholars at Private Schools.	6,694	6,704	...	10	48	463	75	363	73	...	91	85	6	...
Total Scholars at Institutions of all kinds ...	25,521	22,408	3,113	...	657	7,390	650	6,517	880	...	1,020	848	172	...
PERCENTAGES ON BOYS OF SCHOOL-GOING AGE OF.														
Scholars in Secondary Stage of Anglo-Vernacular Schools	1·0	·5	·5	...	12·8		8·7		4·1	...	6·9	3·2	3·3	...
Scholars in Secondary Stage of Middle Vernacular Schools	·3	·1	·2	...	1·7		·6		1·1	...	·9	·1	·8	...
Scholars in Primary Stage ...	10·1	8·8	1·3	...	55·6		53·3		2·3	...	23·1	21·6	1·5	...
Scholars attending Public Institutions ...	11·6	9·6	2·0	...	70·3		62·8		7·5	...	31·0	25·5	5·5	...
Scholars attending Institutions of all kinds ...	15·6	13·8	1·8	...	75·1		66·9		8·2	...	34·0	28·3	5·7	...
SCHOLARS IN INSTITUTIONS FOR FEMALES.														
In Secondary Stage. { Anglo-Vernacular ...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
In Secondary Stage. { Vernacular.	...	...	...	...	2	20	3	21	...	2	1	1	...	...
„ Primary Stage ...	362	385	...	23	123	1,539	157	1,426	79	...	349	254	95	...
„ Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	..	..	...
Total at Public Schools...	362	385	...	23	125	1,559	160	1,447	77	...	350	255	95	...
Scholars at Private Schools	1,436	1,827	..	391	...	...	15	256	...	271	...	103	...	103
Total Scholars of Schools of all kinds ...	1,798	2,212	...	414	125	1,559	175	1,703	...	194	350	358	...	8
PERCENTAGES OF GIRLS OF SCHOOL-GOING AGE OF.														
In Middle Vernacular Stage	...	...	...	...	·3		·3		...	...	·06	·06	...	...
„ Primary Stage ...	·2	·2	...	...	22·8		21·7		1·1	...	22·4	16·3	6·1	...
Scholars attending Public Schools ...	·2	·2	...	...	23·1		22·0		1·1	...	22·5	16·4	6·1	...
Scholars attending Schools of all kinds ...	1·2	1·5	...	·3	23·1		25·8		...	2·7	22·5	23·0	...	·5

* Percentages of Brahmans and non-Brahmans taken together.

A study of these figures shows that, while the numbers of Muhammadan boys have considerably increased in all the different grades of education (except collegiate education), the percentage of increase is small in comparison with that of boys of the Hindu and Sikh communities. The most satisfactory feature of the above table is the comparatively large increase in the number of Muhammadan boys receiving primary instruction, representing an increase of 1·3 in the percentage of scholars to boys of school-going age. This increase was due as remarked above (*vide* Chapter III-i) to the opening of one hundred new Board Primary Schools by means of the Imperial grant of Rs. 50,000. Noticeable also is the comparatively large increase in the number of Muhammadan boys in the Anglo-Vernacular Secondary stage compared with the increase in the number of boys receiving Vernacular Middle education, and this in spite of the enhancement of fee rates in Anglo-Vernacular Schools. The growing desire for a knowledge of English which is reflected in the figures is indeed one of the most auspicious signs of the awakening of the Muhammadans of this Province to the benefits of education. The establishment of the Islamia College and Collegiate School, at Peshawar, is calculated to stimulate this tendency still further.

While, however, there are not wanting hopeful signs of progress in the education of the Muhammadan male population, the education of the female community still remains very backward, and the year under report was marked by an actual decline in the number of girls receiving instruction. Among the causes assigned for this retrogression, the *purdah* system and the lack of qualified teachers find a prominent place. The schools shrink from male inspection with the result that at present no means exist whereby the teaching can be tested and made more efficient. It has been suggested that the appointment of a European Inspectress of Schools would, by overcoming the *purdah* difficulty and raising the standard of teaching, do much to encourage female education. But the statistics of attendance hardly warrant the expenditure which would be entailed by the creation of such a post.

The reasons generally assigned for the backwardness of Muhammadans in education may be summed up under the three heads of (*i*) dislike of purely secular instruction, (*ii*) poverty (*iii*), sheer conservatism. Of these causes the first has lost much of its potency, though we occasionally find attempts made, as in the Peshawar District, to prejudice the minds of the people against the Board Schools. Although Government maintains its neutrality in religious matters, it has made every possible concession to the religious feelings of the Muhammadan population. At the special request of the parents religious instruction may be imparted in Government and Board Schools provided it is given out of school hours. A recent order has prescribed Friday as a holiday in all Primary Schools, while it is proposed that in Secondary Schools facilities shall be given to Muhammadans to attend midday prayers on that day. These concessions should do much to overcome that dislike of purely secular instruction which is commonly assigned as one of the causes of the slow progress of Muhammadans in education.

Nor will it be possible henceforth for them to advance the plea of poverty. By the abolition of fees in the Board Primary Schools, Elementary Education has been placed within the reach of the very poorest members of the community, and to those who wish to proceed to the Middle stage the rate of five annas a month should present no insuperable obstacle. Additional facilities are provided for Muhammadans in the shape of special fee concessions to the sons of agriculturist attending Secondary Schools, as Muhammadans form the great majority of the population engaged in the occupation of agriculture.

The main difficulty, indeed, is the conservatism of the people and this can only be overcome by an active policy of expansion and development. The broad lines of this policy were laid down in the year of report and have been described in the preceding pages.

VI.—EDUCATION IN AGENCIES.

(*i*).—KURRAM.

Years.	*Anglo Vernacular Secondary Schools.*		*Public Primary Schools.*		*Private Schools (Boys.)*		*Private Schools (Girls)*		*Total.*		Number of boys learning English in Parachinar School.	Total expenditure on Public Schools.	Number of qualified teachers in Public Schools.
	Number of Schools.	Roll.	Number of Schools.	Roll.	Number of Schools.	Roll.	Number of Schools.	Roll.	Number of Schools.	Roll.			
1912-13	1	159	10	342	4	140	2	27	17	668	49	6,682	4/20
1911-12	1	153	10	373	20	235	...	...	31	761	53	6,940	6/19

The only satisfactory feature disclosed by the above table is the increase in the number of scholars attending the Anglo-Vernacular School. The decrease in the number of scholars attending the Primary Schools is accounted for by the aboilition of the 5th class. But no explanation is forthcoming for the decline in the number of Private Schools and of the scholars in attendance at them.

Of the scholars 577 were Muhammadans, 74 Hindus and 17 Sikhs.

With the aid of special grants amounting to about Rs. 4,000 three new Primary School buildings were erected and extensions made to the Anglo-Vernacular Middle School at Parachinar.

(ii.) The following table shows the condition of education in the Tochi Valley in the years 1911-12 and 1912-13 :—

Year.	*Number of Schools.*		*Number of Scholars in*		Total expenditure on Public instruction in the Valley.	Number of qualified teachers.
	Public Primary.	Private.	Public Primary.	Private.		
1912-13.	6	20	168	288	2,379	0/6
1911-12.	6	13	176	166	2,263	0/6

The number of Primary Schools remained the same as in 1911-12, but the attendance fell from 176 to 168. On the other hand there was a large increase in the number of Private Schools with a corresponding increase in the number of scholars attending them.

(iii). The number of schools in the Khyber Agency remained at five, the attendance showing a slight decline from 100 to 92. These schools are not open to inspection by the Department. The Political Agent reports that one boy, after completing the Primary course at Landi Kotal, joined the Mission School, Peshawar.

(iv). There was one school at Drazinda in the Shirani Country with an enrolmment of 36, an increase of 2 on the figure for 1911-12.

(v). With the aid of a special grant of Rs. 726, a Primary School was opened in December 1912 at Dargai in the Malakand Agency. It is also proposed to open a school at Thana, the local jirga having promised a site and half the cost of the building.

C. E. W. JONES,

Offg. Director of Public Instruction,
N.-W. F. Province and Baluchistan.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the North-West Frontier Province at the end of the official year 1912-13.

(For details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of	
				Collegiate Education.		*School Education, General.*		*School Education, Special.*							
Total area in square miles.	Number of Towns and Villages.	Population.	Institutions and Scholars.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.*	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
13,193	Towns ... 19 Villages ... 3,348 Total ... 3,367	Males ... 1,182,102 Females ... 1,014,831 Total ... 2,196,933	Institutions: For Males ...	1	...	34	335	1	...	371	68	414	853	Institutions to number of towns and villages.	25·3
			Institutions: „ Females ...	...	...	1	29	...	...	30	...	84	114		3·4
			Institutions: Total ...	1	...	35	364	1	...	401	68	498	967	Total ...	28·7
			Scholars: Males ...	37	...	10,350	16,899	58	...	27,344	969	6,327	34,640	Male scholars to male population of school-going age.	19·5
			Scholars: Females ...	...	...	352	2,044	...	...	2,396	...	1,436	3,832	Female scholars to female population of school-going age.	2·5
			Scholars: Total ...	37	...	10,702	18,943	58	...	29,740	969	7,763	38,472	Total school-going age population.	11·7

* There exists no Lower Primary School in the Province.

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-West Frontier Province for the official year 1912-13.

(For details, see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.	Remarks.
	Collegiate Education.		*School Education, General.*		*School Education, Special.*												
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For Males ...	16,862	...	1,60,763	84,967	11,645	...	2,74,237	...	30,091	25,035	9,606	5,51,559	43,535	11,956	6,71,782	9,62,195	
For Females ...	...	...	2,140	14,036	...	...	16,176										
Total ...	16,862	...	1,62,903	99,003	11,645	...	2,90,413	...	30,091	25,035	9,606	5,51,559	43,535	11,956	6,71,782	9,62,195	
2. (*a*). Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	·7	...	4·2	·4	3·2	...	8·5	...	8·2	5·7	·9	74·6	1·8	·3	91·5	100	
(*b*). Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	...	...	8·1	24·9	...	...	33·0	...	...	1·4	1·7	52·0	10·4	1·5	67·0	100	
(*c*). Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	—	...	28·0	5·6	...	...	33·6	...	...	...	·6	62·9	·8	2·1	66·4	100	
(*d*). Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	1·7	...	17·0	10·3	1·2	...	30·2	...	3·1	2·6	1·0	57·3	4·5	1·3	69·8	100	

3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions.	Cost to Provincial Revenues	...	...	...	8 13 1	204 4 9	...	82 9 9
	Cost to Local and Municipal Funds.	...	...	...	...	...	...	...
	Total Cost ...	...	...	...	8 13 3	204 4 9	...	82 9 10
Local Fund Schools ...	Cost to Provincial Revenues	...	...	...	...	.	...	...
	Cost to Local Funds ...	...	...	6 15 5	5 12 4	...	...	6 0 4
	Total cost ...	...	...	9 6 10	5 12 5	...	...	6 8 8
Municipal Schools ...	Cost to Provincial Revenues	...	...	...	0 3 11	...	...	0 0 11
	Cost to Municipal Funds	...	...	15 15 5	7 10 7	...	...	13 14 3
	Total cost ...	...	...	23 0 11	7 14 7	...	...	19 4 5
Aided Institutions ...	Cost to Provincial Revenues	62 8 0	...	3 15 9	0 3 8	...	...	3 0 0
	Cost to Local and Municipal Funds.	...	...	1 0 3	1 15 10	...	...	1 5 10
	Total cost ...	421 8 9	...	16 8 11	4 6 3	...	...	14 12 0
Unaided Institutions ...	Total cost ...	...	...	...	7 15 1	...	...	7 15 1
All Institutions ...	Cost to Provincial Revenues	62 8 0	...	1 8 7	0 1 5	204 4 9	...	1 2 5
	Cost to Local and Municipal Funds.	...	...	7 3 11	5 1 2	...	...	5 13 10
	Total cost ...	421 8 9	...	15 15 7	5 13 3	204 4 9	...	10 10 4

NOTE.—There exists no Lower Primary School in the Province.

EDUCATION—GENE

Return of Colleges, Schools and Scholars in the

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.											
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Managed by Government.				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
ARTS COLLEGES.												
Collegiate Education. English	...	...	...	...	...	...	...	...	1	37	40	40
Collegiate Education. Oriental	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Collegiate Education. Law	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	1	37	40	40
SECONDARY SCHOOLS.												
School Education, General. For Boys — High Schools	...	...	...	...	5	2,004	2,032	1,777	7	3,434	3,367	3,051
School Education, General. For Boys — Middle Schools — English	...	...	...	...	5	1,716	1,622	1,343	1	310	248	178
School Education, General. For Boys — Middle Schools — Vernacular	...	...	...	...	16	2,886	2,605	2,341	...	...	...	...
School Education, General. For Girls — High Schools	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	1	352	322	254
Total	...	...	...	...	26	6,606	6,259	5,461	9	4,096	3,937	3,483
PRIMARY SCHOOLS.												
School Education, General. For Boys	...	1	100	94	76	313	14,827	13,081	10,693	18	1,655	1,594	1,362
School Education, General. For Girls	...	...	...	...	...	11	766	736	626	11	736	663	515
Total	...	1	100	94	76	324	15,593	13,817	11,319	29	2,391	2,257	1,877
SCHOOLS FOR SPECIAL INSTRUCTION.												
School Education, Special. Training Schools for Masters	...	1	58	57	53	...	...	...	...	...	...	...	...
School Education, Special. " " for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	1	58	57	53	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	... ...	2	158	151	129	350	22,199	20,076	16,780	39	6,524	6,234	5,400

PRIVATE INSTITUTIONS	*1. Advanced Teaching—* (*a*) Arabic or Persian					
	(*b*) Sanskrit					
	(*c*) Any other Oriental Classic					
	2. Elementary Teaching—A Vernacular only or mainly					
	3. Elementary Teaching...The Quran, Shastras or other religious books by rote ...					
	4. Other Schools not conforming to Departmental Standards					

RAL TABLE III.

North-West Frontier Province for the official year 1912-13.

MANAGEMENT.				Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.								Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	REMARKS.
Unaided.											*Hindus.*								
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Indian Christians.	Brahmans.	Non-Brahmans.*	Muhammadans.	Buddhists.	Parsis.	Others.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	1	37	37	37	...	...	...	...	14	23	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	37	37	37	...	...	...	...	14	23	...	...	...	...	...	
...	...	...	...	12	5,438	2,688	3,251	5,432	1	40	195	2,658	2,544	...	...	...	...	...	
...	...	...	...	6	2,026	691	848	2,038	...	10	50	632	1,324	...	...	...	...	...	
...	...	...	...	16	2,886	...	1,092	2,886	...	...	61	794	2,031	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	352	...	65	352	...	...	19	333	...	...	...	...	...	...	
...	...	...	...	35	10,702	3,379	5,256	10,708	1	50	335	4,417	5,899	...	...	...	...	...	
3	317	292	220	335	16,899	...	1,606	17,077	...	1	290	3,748	12,860	...	...	...	32	...	
7	542	518	372	29	2,044	...	17	2,044	...	...	106	1,576	362	...	...	...	...	16	
10	859	810	592	364	18,943	...	1,623	19,121	...	1	396	5,324	13,222	...	...	...	32	16	
...	...	...	...	1	58	...	57	58	...	...	3	10	45	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	58	...	57	58	...	...	3	10	45	...	...	...	...	...	
10	859	810	592	401	29,740	3,416	6,973	29,887	1	51	734	9,765	19,189	...	...	...	32	16	
...	For Boys	...		67	939	...	937	2	...	...	...	2	937	...	...	...	20	...	
	For Girls	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	For Boys	...		1	30	...	30	...	...	...	30	...	...	...	...	...	...	...	
	For Girls	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	For Boys	...		39	802	...	...	802	...	...	3	536	263	...	...	...	115	...	
	For Girls	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	For Boys	...		375	5,525	...	5,525	...	...	...	15	16	5,494	...	...	...	630	...	
	For Girls	...		84	1,436	...	1,436	...	...	...	...	...	1,436	...	...	...	...	238	
...	For Boys	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	For Girls	...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
TOTAL		...		566	8,732	...	7,928	804	...	...	48	554	8,130	...	...	...	765	238	
GRAND TOTAL		...		967	38,472	3,416	14,901	30,691	1	51	782	10,319	27,319	...	...	...	797	254	

*Includes Sikhs also.

EDUCATION—GENERAL TABLE III (A).

Number of Scholars on the 31st March, in the North-West Frontier Province, classified according to Sex, Race, or Creed for the official year 1912-13.

		Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.*					
Collegiate Education—										
Arts Colleges—										
English	Male	...	...	...	14	23	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Oriental	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Colleges for Professional Training—										
Law	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Medicine	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Engineering	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Teaching	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Agriculture	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Total ...		...	...	...	14	23	...	...	...	
School Education—General—										
Secondary Schools—										
For Boys—										
High Schools	Male	...	1	40	195	2,658	2,544	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Middle Schools—										
English	Male	...	...	10	60	632	1,324	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Vernacular	Male	...	...	...	61	794	2,031	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls—										
High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Middle Schools—										
English	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	19	333	...	...	...	...
Total ...		...	1	50	335	4,417	5,899	...	...	...
(*a*) *Primary Schools—*										
For Boys	Male	...	...	1	290	3,726	12,850	...	...	...
	Female	...	...	...	...	22	10	...	...	...
For Girls	Male	...	...	...	...	16	...	...	...	...
	Female	...	...	...	106	1,560	362	...	...	...
Total ...		...	...	1	396	5,324	13,222	...	...	...
School Education—Special—										
Schools for Special Instruction—										
Training Schools ...	Male	...	...	...	3	10	45	..	...	...
	Female	...	...	...	...	...	...	...	...	...
Schools of Art ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...

(*a*) There exists no Lower Primary School in the Province.

* Includes Sikhs also.

EDUCATION—GENERAL TABLE III (A)—*concluded.*

Number of Scholars on the 31st March, in the North-West Frontier Province, classified according to Sex, Race, or Creed for the official year 1912-13.

		Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans*					
SCHOOL EDUCATION—SPECIAL—*concluded.*										
Schools for Special Instruction—concluded.										
Law Schools	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Medical Schools	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Engineering and Surveying Schools.	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Industrial Schools	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Other Schools	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Total		...	...	3	10	45	...	...	...	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		1	51	734	9,765	19,189	...	...	...	
PRIVATE INSTITUTIONS—										
1. *Advanced Teaching*—										
(*a*) Arabic or Persian	Male	...	...	...	2	917	...	...	...	
	Female	...	...	...	...	20	...	...	...	
(*b*) Sanskrit	Male	...	...	30	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
(*c*) Any other Oriental Classic	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
2. *Elementary Teaching—A Vernacular only or mainly*—										
For Boys	Male	...	...	3	421	263	...	...	...	
	Female	...	...	...	115	...	...	...	...	
For Girls	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
3. *Elementary Teaching—The Quran and other religious books only*—										
For Boys	Male	...	...	15	16	4,864	...	...	...	
	Female	...	...	...	...	630	...	...	...	
For Girls	Male	...	...	...	...	238	...	...	...	
	Female	...	...	...	...	1,198	...	...	...	
4. *Other Schools not conforming to Departmental Standards*—										
For Boys	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
For Girls	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
TOTAL OF PRIVATE INSTITUTIONS		...	...	48	554	8,130	...	...	...	
GRAND TOTAL		1	51	782	10,319	27,319	...	...	...	

* Includes Sikhs also.

EDUCATION—GENE

Return of Expenditure on Public Instruction in the North-West

OBJECTS OF EXPENDITURE.	PUBLIC
	UNDER PUBLIC MANAGEMENT.
	Managed by Government.
	Provincial Revenue.
	District Funds.
	Municipal Funds.
	Fees.
	Subscriptions.
	Endowments and other sources.
	Total.
	Managed by District or Municipal Boards.
	Provincial Revenues.
	District Funds.
	Municipal Funds.
	Fees.
	Subscriptions.
	Endowments and other sources.
	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Collegiate Education. ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. SECONDARY SCHOOLS.														
For Boys. High Schools	...	...	...	...	...	...	...	...	...	40,488	17,451	27	..	57,966
For Boys. Middle Schools ... English ...	...	...	...	...	...	...	...	...	4,420	4,312	8,369	...	..	17,101
For Boys. Middle Schools ... Vernacular	...	...	...	...	...	...	...	...	19,401	1,249	1,999	...	...	22,649
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL ...	...	...	...	...	...	...	...	...	23,821	46,049	27,819	27	...	97,716
PRIMARY SCHOOLS.														
For Boys	829	...	...	1	...	...	830	...	74,014	2,030	58	...	...	76,102
For Girls	...	...	...	...	...	...	...	234	270	5,219	...	...	...	5,723
TOTAL ...	829	...	...	1	...	...	830	234	74,284	7,249	58	...	...	81,825
School Education, Special. SCHOOLS FOR SPECIAL INSTRUCTION.														
Training Schools for Masters ...	11,645	...	...	...	...	...	11,645	...	...	...	...	...	...	...
" " for Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL ...	11,645	...	...	...	...	...	11,645	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	1,59,384	1,10,753	...	...	...	2,70,137
Furniture and Apparatus (Special grants only.) ...	...	...	...	...	...	...	...	...	31,879	1,456	...	...	...	33,335
TOTAL ...	...	...	...	...	...	...	...	...	1,91,263	1,12,209	...	...	...	3,03,472
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	12,474	...	...	1	...	...	12,475	234	289,368	1,65,507	27,877	27	...	4,83,013

NOTES.—There exists no Lower Primary School in the Province.

(*a*) Cantonment Funds—as aid to Anglo-Vernacular

(*b*) Includes Rs. 100 from Municipal Funds, Abbotabad,

(*c*) Includes Rs. 2,60,000 for Islamia College, Peshawar

(*d*) Includes Rs. 50,000 from Imperial grant for ment out of special Imperial grant of Rs. Funds, Peshawar as aid to Sadar Bazar Frontier

(*e*) Includes Rs. 1,04,000 out of Imperial grant of Rs. staffing of 3 Middle Schools.

RAL TABLE IV.

Frontier Province for the official year 1912-13.

INSTITUTIONS.											TOTAL EXPENDITURE FROM						
UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.		
Aided by Government or by District or Municipal Boards.							*Unaided.*										
Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Funds.	District Funds.	Municipal Funds.	Fees.	Private.	Public.	GRAND TOTAL.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,500	....	...	2,636	80	11,646	16,862	...	...	...	...	2,500	...	...	2,636	11,726	...	16,862
..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,500	...	...	2,636	80	11,646	16,862	...	...	...	...	2,500	...	...	2,636	11,726	...	16,862
15,691	...	2,372	31,745	3,381	8,235	61,424	...	...	...	...	15,691	...	42,860	49,196	11,643	...	1,19,390
...	960(*a*)	...	1,273	—610	...	1,623	...	...	...	...	...	5,380	4,312	9,642	—610	...	18,724
...	...	...	...	...	...	...	...	...	...	...	...	13,401	1,249	1,999	...	...	22,649
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	674	...	1,466	...	2,140	...	...	...	...	...	..	674	...	1,466	...	2,140
15,691	960	3,046	33,018	4,237	8,235	65,187	...	...	...	...	15,691	24,781	49,095	60,837	12,499	...	1,62,903
318	1,337	2,096	93	1,095	713	5,652	...	1,571	(*b*) 812	(*b*) 2 383	1,147	75,351	4,226	152	4,091	...	84,967
195	504	557	...	993	2,014	4,263	...	2,949	1,1 01	4,050	429	774	5,776	...	7,057	...	14,036
513	1,841	2,653	93	2,088	2,727	9,915	...	4,520	1,913	6,433	1,576	76,125	10.002	152	11,148	...	99,003
...	...	...	...	...	...	...	...	...	...	...	11,645	...	...	...	...	...	11,645
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	11,645	...	—	...	..	...	11,645
(*c*) 2,74,725	...	...	...	2,413	284	2,77,422	...	4,000	...	4,000	2,74,725	1,59,384	1,10,753	...	6,697	...	5,51,559
6,759	...	...	...	2,083	1,073	9,915	...	199	86	285	6,759	31,879	1,456	...	3,441	...	43,535
2,81,484	...	...	...	4,496	1,357	2,87,337	...	4,199	86	4,285	2,81,484	1,91,263	1,12,209	...	10,138	...	5,95,094
...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	30,091	...	...	...	...	...	30,091
...	...	...	...	...	...	...	...	...	...	...	20,771	4,259	5	...	...	...	25,035
...	...	...	...	...	...	...	...	...	...	...	...	120	...	...	...	...	120
...	...	...	..	...	...	...	...	...	..	...	...	122	121	...	...	...	243
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	2,229	4,486	728	...	185	...	7,62 8
...	...	...	...	..	...	...	...	...	...	...	1,013	...	...	...	...	...	1,01 3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	475	127	...	...	...	602
...	...	...	...	...	...	...	...	...	...	...	1,046	3,075	2,394	804	1,616	...	8,935
...	...	...	...	...	...	...	...	...	...	...	74	1,571	1,376	...	...	...	3,021
...	...	...	...	...	...	...	...	...	...	...	55,224	14,108	4,751	804	1,801	...	76,688
3,00,188	2,801	5,699	35,747	10,901	23,965	3,79,301	...	8,719	1,999	10,718	(*c*) 3,68,129	(*d*) 3,06,277	(*e*) 1,76,057	64,429	47,312	...	9,62,195

Frontier Middle School Sadar Bazar, Peshawar Cantonment.
to the Majlas-i-Islam for the maintenance of their School.
out of the Imperial grant.
Primary Education (38,184 for opening of 100 new Schools and the balance for buildings,) Rs. 1,02,500 for building and Rs. 7,500 for equip-
2,14,000. Includes also Rs. 39,840 from Provincial Revenues for maintaining the District Board Schools and Rs. 960 from Cantonment
Anglo-Vernacular Middle School.
2,14,000 for Municipal Board School Buildings and Rs. 11,716 from Provincial Revenues for pension contribution of 5 High Schools and

EDUCATION—GENE

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools,			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* 1			Middle Stage. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.* 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.										
For Boys. Government	English		...	...	...	...	...	...	...	...
	Vernacular		...	...	...	...	...	...	...	...
Local Fund	English		3	1,092	...	...	...	410	...	410
	Vernacular		15	2,649	...	...	...	691	...	651
Municipal	English		7	2,628	183	...	183	1,004	...	1,004
	Vernacular		1	237	...	...	...	56	...	56
Aided	English		8	3,744	392	...	392	1,316	...	1,316
	Vernacular		...	...	...	...	...	...	...	...
Unaided	English		...	...	...	...	...	...	...	...
	Vernacular		...	...	...	...	...	...	...	...
	Total		34	10,350	575	...	575	3,477	...	3,477
For Girls. Government	English		...	...	...	...	...	...	...	...
	Vernacular		...	...	...	...	...	...	...	...
Local Fund	English		...	...	...	...	...	...	...	...
	Vernacular		...	...	...	...	...	...	...	...
Municipal	English		...	...	...	...	...	...	...	...
	Vernacular		...	...	...	...	...	...	...	...
Aided	English		...	...	...	...	...	...	...	...
	Vernacular		1	352	...	...	...	...	23	23
Unaided	English		...	...	...	...	...	...	...	...
	Vernacular		...	...	...	...	...	...	...	...
	Total		1	352	...	...	...	...	23	23
Total Secondary Schools,			35	10,702	575	...	575	3,477	23	3,500
Primary Schools.										
For Boys. Government			1	100	...	...	...	...	...	...
Local Fund			307	14,416	...	...	...	...	...	...
Municipal			6	411	...	...	...	...	...	...
Aided			18	1,655	...	...	...	...	...	...
Unaided			3	317	...	...	...	...	...	...
	Total		335	16,899	...	...	...	...	...	...
For Girls. Government			...	...	...	...	...	...	...	...
Local Fund			3	106	...	...	...	...	...	...
Municipal			8	660	...	...	...	...	...	...
Aided			11	736	...	...	...	...	...	...
Unaided			7	542	...	...	...	...	...	...
	Total		29	2,044	...	...	...	...	...	...
Total Primary Schools			364	18,943	...	...	...	...	...	...
GRAND TOTAL			399	29,645	575	...	575	3,477	23	3,500

RAL TABLE V.

in the North-West Frontier Province at the end of the official year 1912-13.

Upper Primary Stage.			Lower Primary Stage						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading printed Books.			Not reading printed Books.					
3			4			5			6		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	—	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
194	...	194	488	...	488	...	...	...	1,092	...	1,092
298	...	298	1,660	...	1,660	...	...	...	2,649	...	2,649
278	...	278	1,163	...	1,163	...	...	...	2,628	...	2,628
17	...	17	164	...	164	...	...	...	237	...	237
561	...	561	1,475	...	1,475	...	...	...	3,744	...	3,744
...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
1,348	...	1,348	4,950	...	4,950	...	...	...	10,350	...	10,350
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	42	42	...	287	287	...	...	...	...	352	352
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	42	42	...	287	287	...	...	...	...	352	352
1,348	42	1,390	4,950	287	5,237	...	...	...	10,350	352	10,702
16	...	16	84	...	84	...	...	...	100	...	100
1,293	...	1,293	13,118	5	13.123	...	...	...	14,411	5	14,416
25	...	25	386	...	386	...	...	...	411	...	411
74	6	80	1,554	21	1,575	...	...	...	1,628	27	1,655
25	...	25	272	...	272	20	...	20	317	...	317
1,433	6	1,439	15,414	26	15,440	20	...	20	16,867	32	16,899
...	...	...	...	...	...	...	...	...	...	...	...
...	8	8	...	98	98	...	...	...	...	106	106
...	80	80	...	580	580	...	...	...	...	660	660
3	37	40	13	594	607	...	89	89	16	720	736
...	66	66	...	458	458	...	18	18	..	542	542
3	191	194	13	1,730	1,743	...	107	107	16	2,028	2,044
1,436	197	1,633	15,427	1,756	17,183	20	107	127	16,883	2,060	18,943
2,784	239	3,023	20,377	2,043	22,420	20	107	127	27,233	2,412	29,645

EDUCATION—GENE

Return showing the Results of Prescribed Examinations in the

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	...	...	...	..	...	...	...	...	...
3. B. Sc.	...	...	...	..	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	..	...	...
4. „ B. Sc.	...	...	...	...	...	...	...	...	...
4. „ Arts	...	1	...	1	...	8	...	...	8
4. Previous Examination	...	...	...	...	...	...	...	...	...
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...
3. „ „ Arabic	...	...	...	...	...	...	...	...	...
3. „ „ Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
4. „ „ „ Arabic	...	...	...	...	...	...	...	...	...
4. „ „ „ Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
5. „ „ Arabic	...	...	...	...	...	...	...	...	...
5. „ „ Persian	...	...	...	...	...	...	...	...	...
5. „ „ Urdu	...	...	..	..	...	...	...	...	...
5. „ „ Pashto	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	...	...	...	...	...	...	...	...	...
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery	...	...	..	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. „ L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching.									
Licentiate in Teaching	...	...	...	...	...	...	...	...	...
Schools for General Education.									
Matriculation ... . Boys ...	5	7	...	12	79	175	..	...	254
Matriculation ... . Girls ...	...	...	...	...	...	...	...	...	...
Anglo Vernacular Middle Standard Examination. Boys ...	9	7	...	16	191	208	...	3	402
Anglo Vernacular Middle Standard Examination. Girls ...	...	..	...	...	...	...	...	...	...
Middle Standard Examination for girls ...	...	1	...	1	...	5	...	2	7
Middle School Examination Vernacular Boys ...	14	...	...	14	133	...	...	1	134
Middle School Examination Vernacular Girls ...	...	...	...	...	...	...	...	...	...
Upper Primary Examination ... Boys (a) ...	...	...	...	...	...	...	...	...	...
Upper Primary Examination ... Girls ...	7	4	2	13	35	25	13	...	73
Lower Primary Examination ... Boys (a) ...	...	..	...	...	...	...	...	...	...
Lower Primary Examination ... Girls ...	11	4	3	18	107	50	25	...	182
Public Service Certificate Examination English ...	...	...	...	...	...	...	...	...	...
Public Service Certificate Examination Vernacular ...	...	...	...	...	...	...	...	...	...
Schools for General Education.									
1. Training School Examination for Masters Upper ...	...	...	...	...	...	...	...	...	...
1. Training School Examination for Masters Lower ...	1	...	...	1	32	...	...	7	39†
2. Training School Examination for Mistresses. Upper ...	...	...	...	...	...	...	...	...	...
2. Training School Examination for Mistresses. Lower ...	...	...	...	...	...	...	...	...	...
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying ...	...	...	...	...	...	...	...	...	...
6. Industrial School Examination ...	...	...	...	...	...	...	...	...	...
7. Veterinary Examination	...	...	...	...	...	...	...	...	...

(a) Abolished.

*Includes Sikhs

† Besides 20 out of 22 candidates passed

‡ This includes 4 private passes.

RAL TABLE VI.

North-West Frontier Province during the official year 1912-13.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.							
							Hindus.					
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Indian Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	Not out.
...	...	...	...	...	...	...	...	...	...	...	...	
...	4	...	...	4	...	...	...	2	2	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	Not out.
...	...	...	...	...	...	...	...	...	...	...	...

EDUCATION—GENE

Return showing the Distribution of Local Fund and Municipal Expenditure

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by District Boards.											In Institutions managed by.			
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons & Associations.	Total District Fund Expenditure on public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Arts Colleges. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training — Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — Secondary Schools. For Boys. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
Middle Schools English	3	1,992	1,045	870	...	4,420	724	5,852	...	...	10,996	...	...	960	5,380
Middle Schools Vernacular	15	2,649	2,375	2,149	...	19,401	...	1,849	...	...	21,250	...	...	...	19,401
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	18	3,741	3,420	3,019	...	23,821	724	7,701	...	...	32,246	...	...	960	24,781
Primary Schools. For Boys	307	14,416	12,763	10,422	...	74,014	...	55	...	...	74,069	...	...	1,337	75,351
For Girls	3	106	108	80	...	270	...	...	...	...	270	...	...	504	774
Total	310	14,522	12,871	10,502	...	74,284	...	55	...	...	74,339	...	..	1,841	76,125
School Education, Special. — Schools for Special Instruction. Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
" " for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Engineering and Surveying School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	1,59,384	...	...	...	...	1,59,384	...	...	...	1,59,384
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	31,879	...	...	...	...	31,879	...	...	...	31,879
Total	...	...	...	...	...	1,91,263	...	...	...	...	1,91,263	...	...	...	1,91,263
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,259
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	120
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	122
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,486
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools (Veterinary)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical & Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	475
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,075
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,571
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14,103
GRAND TOTAL	328	18,263	16,291	13,521	...	2,89,368	724	7,756	...	...	2,97,848	...	...	2,801	3,06,277 (*a*)

(*a*). Includes Rs. 50,000 from Imperial Grants for Primary Education (Rs. 38,184) for opening 100 new District Board Schools Includes also Rs. 39,840 from Provincial Revenues for maintaining the District Board Schools and 960 from Cantonment Funds, Pesha-

(*b*). Includes Rs. 1,04,000 out of Imperial Grant of Rs. 2,14,000 for Municipal Board School Buildings and Rs. 11,716 from

RAL TABLE VII.

on Public Instruction in the North-West Frontier Province for the official year 1912-13.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY					
Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	REMARKS.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5	2,004	2,032	1,777	—	40,488	...	17,451	27	...	57,966	...	...	2,372	42,860	42,860	
2	624	577	473	—	3,588	...	2,517	...	...	6,105	...	724	...	4,312	9,692	
1	237	230	192	...	1,249	...	150	...	...	1,399	...	...	...	1,249	20,650	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	674	674	* 674	
8	2,865	2,839	2.442	...	45,325	...	20,118	27	...	65,479	...	724	3,046	49,095	73,876	
6	411	318	271	...	2,030	...	3	...	...	2,033	...	...	2,196	4,226	* 79,577	
8	660	628	546	234	5,219	...	...	...	...	5,453	...	...	557	5,776	6,550	
14	1,071	946	817	234	7,249	...	3	...	...	7,486	...	...	2,753	10,002	86,127	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
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...	...	...	...	...	1,10,753	...	...	...	...	1,10,753	...	...	...	1,10,753	2,70,137	
...	...	...	...	...	1,456	...	...	...	...	1,456	...	...	...	1,456	33,335	
...	...	...	...	...	1,12,209	...	...	...	...	1,12,209	...	...	...	1,12,209	3,03,472	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	4,264	
...	...	...	...	...	...	...	...	...	...	...	...	...	...		120	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	121	243	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	728	5,214	
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	127	602	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,394	5,469	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,376	2,947	
..	...	...	...	...	...	...	...	...	..	...	...	...	...	4,751	18,859	
22	3,936	3,785	3,259	234	1,64,783	...	20,121	27	...	1,85,165	...	724	5,799	(b) 1,76,057	4,82,334	

and the balance for building), Rs. 1,02,500 for buildings and Rs. 7,500 for equipment out of Special Imperial Grant of Rs. 2,14,000 war, as aid to Sadar Bazar Frontier Anglo-Vernacular Middle School.

Provincial Revenues for Pension Contribution of five Municipal Board High Schools teachers and staffing of three Middle Schools.

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding Houses in the North-West Frontier Province for the official year 1912-13.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from				Total Expenditure.	Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.		
1	2	3	4	5	6	7	8	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.		
1. Managed by Government ...	1	58	...	...	...	58	753	...	...	...	753	
2. Managed by Local or Municipal Boards.	23	673	...	673	...	...	...	5,206	8	174	5,388	
3. Aided by Government or by Local or Municipal Boards.	5	182	...	182	...	...	293	263	1,144	315	2,015	
4. Unaided ...	3	48	14	34	...	...	...	...	464	315	779	
Total ...	32	961	14	889	...	58	1,046	5,469	1,616	804	8,935	

TABLE IX.

Number and Qualifications of Teachers.

			In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
			Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
In Schools for Indians.	Teachers of Vernacular.	Trained ...	3	189	6	2	2	...	70	6	1	..	...	...	27	25	...	...	...	...	...	...	331
		Untrained ...	...	242	23	58	23	...	35	13	18	...	...	...	19	60	...	...	...	...	...	...	491
		Total ...	3	431	29	60	25	...	105	19	19	...	...	...	46	85	...	...	...	...	...	...	822
	Anglo-Vernacular Teachers and Teachers of Classical Language.	Trained ...	...	...	...	...	...	...	9	9	...	...	...	...	28	25	...	...	...	...	4	...	75
		Untrained ...	...	...	...	...	...	...	14	1	2	..	...	...	20	33	...	...	...	...	2	...	72
		Total ...	...	...	...	...	...	...	23	10	2	...	...	...	48	58	...	...	...	...	6	...	147
		Possessing a degree ...	...	...	...	...	...	...	1	...	...	...	...	...	10	9	...	...	...	...	4	...	24
		Possessing no degree ...	...	...	...	...	...	...	22	10	2	...	...	...	38	49	...	...	...	...	2	...	123
		Total ...	...	...	...	...	...	...	23	10	2	...	...	...	48	58	...	...	...	...	6	...	147
In Schools for Europeans.	...	Trained ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Untrained ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	...		...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Possessing a degree ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Possessing no degree ...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total of all Teachers ...			3	431	29	60	25	...	128	29	21	...	...	...	94	143	...	...	..	...	6	...	969

NORTH-WEST FRONTIER PROVINCE

EDUCATION REPORT FOR

1913-14.

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WEST FRONTIER PROVINCE

FOR

1913-14.

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1914.

Annual Report on Public Instruction in the North-West Frontier Province for 1913-14.

Review by the Chief Commissioner.

This report covers the third year of the period which may be styled the educational renaissance of the North-West Frontier Province, and the gratifying record of the year shows that the enthusiasm aroused in 1911 in favour of education has not yet been followed by the reaction which frequently succeeds popular movements. The remarkable increase in scholars during 1913, as pointed out by the Director of Public Instruction, actually exceeds the total increase of the whole of the previous quinquennium, and, expressed in percentages of the population of school-going age, the proportion of male scholars has risen from 19·5 in 1912 to 22·7 in the year under report, and of female scholars from 2·5 to 2·7. Two High Schools, 5 Middle Schools and 105 Primary Schools have been opened, and to the Chief Commissioner's mind the most gratifying feature of this expansion of education is that the number of Muhammadans in Primary Schools has increased by 25 per cent. The solicitude of Government for the advancement of this educationally backward community has not only been genuinely appreciated, but continues to receive an eager response, which it has taxed all the energies of the Department to meet.

2. The year has also been rendered notable by the opening of the Islamia College. At the formal opening of the attached Collegiate School by the Education Member in April 1913 the school building and one hostel alone were ready, but work was pushed on vigorously under the direction of Lieutenant-Colonel G. P. Campbell, and shortly after the departure on furlough of Sir George Roos-Keppel, who had taken great interest in the progress of the buildings, their completion made it possible to open the College in October. The entirely residential character of the institution and the fact that religious instruction is imparted distinguish it among the other institutions in the Province. It has at once achieved popularity, and Mr. Donald hopes has a great future before it. The Officiating Chief Commissioner gladly recognizes the hard and responsible work which must have been entailed by the organization of a new institution of this importance, and both the Principal, Mr. L. Tipping, and the Secretary, Khan Bahadur Sahibzada Abdul Qaiyum, have every reason to be gratified at the result so far of their labours. It would be unsuitable, Mr. Donald thinks, in an annual review to venture any remarks on the extensive social and political effects to be anticipated from the spread of higher education on the frontier, even if he did not consider himself restricted in any discussion by the temporary character of his tenure of office. To show, however, that the question has already been the subject of study, he would like to refer to a thoughtful communication from the Director of Public Instruction on the subject, from the point of view of the Educational Department, even though he has not been able to subscribe without reservation to all Mr. Richey's conclusions.

3. The activities of the Department, however, have not been confined merely to increasing the number of scholars in the Province and establishing new educational institutions. A great deal of sound and much needed work has been performed in connection with the reform and reorganization of the existing educational system. The provincialization of the High Schools has become an accomplished fact, and amongst the other changes which have been brought into effect during the past year have been the introduction of new scholarship rules for Secondary Schools, the promulgation of new regulations for the recognition of and grants-in-aid to private institutions, which contain many original and, it is hoped, beneficial features, and the issue of a new series of Urdu Readers for Primary Schools. These schemes received notice in last year's report, and their advantages need not again be discussed. Definite proposals have also been formulated for the opening of a class for

training teachers for Anglo-Vernacular schools and for the establishment of a School Final Examination, a vital and far-reaching reform which is now being considered by the Punjab University. It is trusted that no obstacles will be raised to its early introduction, and the Chief Commissioner is confident that the best results may be anticipated from the abolition of the present deleterious system of cramming which is associated with the University Matriculation Examination.

4. The provision of teachers *pari passu* with the great increase of scholars has presented some difficulty. Even though the Department in the case of primary education, as mentioned by the Director of Public Instruction, at present only aims at the appointment of trained assistants for Public Primary Schools, in which the scholars exceed seventy, the Chief Commissioner considers that this should by no means represent our permanent goal. In paragraph 51 of the Government of India Resolution of February 1913 declaring the basis of Indian Educational policy, the principle is laid down that under modern systems of education eventually no teacher should be allowed to teach without a certificate that he is qualified to do so. It is also an accepted principle of Government control that the improvement of the standard of existing institutions should not be postponed to an increase of their number when the efficiency of the new institutions cannot be secured without a better-trained and better-paid teaching staff. If expansion and efficiency are to go hand in hand, improvement of the prospects and status of teachers and the provisions of training facilities are objects which must be kept prominently in view in this Province. So far as the question of finance is concerned, the Chief Commissioner would not hesitate to abandon for the time being certain of the school building schemes, and to allocate the funds for the above objects should this be necessary. He hopes, therefore, that in addition to the establishment of a training institution for Anglo-Vernacular teachers, it will before long be possible considerably to increase the number of teachers annually qualified at the Normal School, the one training institution now existing in the Province, and again to raise the number of stipends now granted there. He also welcomes as an advance towards improving the prospects of the teaching *personnel* the introduction of a uniform Provident Fund system for teachers in the permanent employment of District Boards, thereby ensuring them some provision in their old age.

5. The remarks of the Director of Public Instruction in Chapter IV on the subject of the conversion of Vernacular Middle into Anglo-Vernacular Middle Schools merit careful attention, and the Chief Commissioner finds himself in entire accord with the views expressed. The substitution of an Anglo-Vernacular for a Vernacular School without due consideration of the needs of the community as a whole may often mean depriving the poorer classes of higher elementary education, which the payment of trivial fees places within their reach, and giving the sons of people, who do not require this doubtful boon, a superficial knowledge of a little English at the expense of more profitable studies.

6. During the past year, after much careful consideration by a special Committee, an experiment has been made in the introduction of an embryonic system of school hygiene. The Chief Commissioner was of opinion that any attempt to establish a health inquisition in villages at the present stage of educational development of the Province was likely to arouse suspicion and resentment and to occasion more harm than good. In the case, however, of Anglo-Vernacular schools situated in towns or large villages, in which progressive ideas have made a certain headway, it was considered that a system of individual examination of scholars might be attempted, subject to the clear proviso that no exhaustive medical examination would be made except at the express request of the parents. Two specially trained officers of the Sub-Assistant Surgeon grade have accordingly been appointed to undertake the inspection of scholars in two districts, their attention being specially directed to the boys' eyesight and also to the examination of buildings from a sanitary point of view. The result of this measure will be sympathetically watched, and, as opportunity affords, the system

will be extended. Other arrangements include the opening of a special class for the instruction in Hygiene of selected teachers of Anglo-Vernacular Schools (High and Middle) and the inclusion of a simple Hygiene course in the curriculum of the Normal School for Vernacular teachers. The beginnings no doubt are modest, but the Chief Commissioner is impressed with the necessity of arousing no prejudice or alarm at the commencement of a new system of this nature and of satisfying the people of its advantages before a large expansion is attempted.

7. An always interesting head of the report is that relating to education in Agencies, where school learning, even of an elementary character, is a seed which will require much care and watering before it germinates freely. Though the number of scholars shows no material alteration as a whole in the tracts beyond our settled districts, the Chief Commissioner notes with satisfaction that a genuine desire for education is beginning to manifest itself in one or two places in the Malakand Agency. Moreover, Afridis, Turis, Wazirs, Mahsuds, Swatis and Chitralis (including the Ruler of Chitral) have all contributed a small contingent to the Islamic Collegiate School, and it is permissible to hope that as time goes on from this source will spring a river which, though the current may be slow, will eventually carry knowledge and progress among our wild trans-frontier neighbours.

8. The thanks of Mr. Donald are due to Mr. Richey for his full but clear and well arranged report and also for his capable administration of the department since he re-assumed charge at the commencement of October on his return from furlough. Mr. Donald is glad to observe the commendation bestowed on the officers mentioned by name in the report. Mr. Donald's appreceation must also be recorded of Mr. Jones' assistance in educational matters during the short time that Mr. Jones' incumbency coincided with his own as Chief Commissioner.

D. B. BLAKEWAY,

Secretary to the Chief Commissioner,

North-West Frontier Province.

PESHAWAR :

The 20th November 1914.

N.-W. F. P. Govt. Press, Peshawar—620 S. to C. C.—26-11-14—310..

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WEST FRONTIER PROVINCE

FOR THE YEAR

FROM 1st APRIL 1913

TO

31st MARCH 1914.

I.—GENERAL.

The hopes for very rapid progress in the expansion of education expressed by the Chief Commissioner last year are shown to be well founded by the figures contained in this report. The increase of nearly six thousand scholars in the year 1913-14 is not only nearly double of the increase in any year since the foundation of the Province, but actually exceeds the total increase in the number of scholars during the whole quinquennium 1907 to 1912. Even more noteworthy is the fact that this increase is almost entirely due to an influx of Muhammadan scholars whose numbers have risen by over 24 per cent. during the past year. As the year is also marked by the opening of the Islamia College and Collegiate School, both of which institutions have proved immediately successful, the outstanding feature of the year under review is undoubtedly the encouraging eagerness for education of all grades shown by the Muhammadan population of this Province.

Beyond a large increase in the number of primary schools, there are no new developments in the sphere of primary education to record.

But the provincialisation of the Municipal High Schools, the introduction of new Grant-in-aid rules, and the appointment of two Medical Inspectors of Anglo-Vernacular Schools are important steps in the improvement of secondary education: while the introduction of the new scholarship rules has enlarged the opportunities of poorer scholars to proceed to secondary schools.

These more important measures of expansion and reform are dealt with here in a general manner, statistical details being reserved for later chapters.

2. *Provincialisation of High Schools.*—The scheme for the provincialisation of the five Municipal High schools and the District Board Middle School at Mardan (now a high school) was described at some length in the report for 1912-13.

The schools were taken over by Government on September 1st, 1913.

It is too early to judge of the effect of provincialisation on the efficiency of the schools; but it has already been possible

(*i*) to strengthen materially the staff of these institutions,

(*ii*) to reward teachers of long and good service by transferring them to higher posts in other schools; and at the same time to transfer unsatisfactory teachers to other stations. Neither of these steps was possible while the schools remained isolated units under no central management.

The effect of provincialisation on primary education in Municipalities will be dealt with in Chapter III.

3. *Revision of rules for recognition and grant-in-aid.*—The new rules were brought into effect on October 1st, 1913. The principles on which they are based were given in last year's report, but as these rules affect all institutions under private management in the Province, and also differ essentially from those in force elsewhere, it will not be out of place to state them here succinctly.

A minimum standard in the matter of buildings, equipment, staff and recurring expenditure is laid down for every grade of recognised school.

A school desiring recognition, but unable from its resources and fees to reach the necessary standard, may apply for a Government grant. If the Education Department decides that the school supplies a genuine educational need, which can not be met by other existing institutions in the same locality, and is at the same time satisfactory in point of management, discipline, etc., the grant will be accorded.

The conditions attached to building and equipment grants remain essentially unaltered.

The rules for maintenance grants to enable a school to maintain a satisfactory standard of staff and recurring expenditure may be summarised as follows:—

A.—Vernacular School.

(Including primary departments of secondary schools.)

(*i*) It is laid down in the rules for recognition that the proportion of scholars to teachers in a school shall not exceed 40 to 1; and that a proportion of one certificated teacher to every seventy pupils shall be maintained.

It is also laid down that no certificated teacher may be paid less than Rs. 12 per mensem and no uncertificated teacher less than Rs. 8.

(*ii*) The maintenance grant for a school with an average attendance of 40 scholars or less is Rs. 8 per mensem.

(*iii*) For a school with an average attendance of over 40 scholars, the grant is Rs. 12 for every certificated teacher and Rs. 8 for every uncertificated teacher, provided that grant is only payable for the minimum number of teachers required under the rules for recognition.

B.—Anglo-Vernacular Schools.

(Excluding Primary Departments.)

1. A minumum scale of staff and expenditure (including recurring contingencies) is laid down for every high and middle school.

2. The ordinary maintenance grant for an Anglo-Vernacular school is calculated by deducting the average monthly income from fees, calculated at full Government rates, for the past year from the standard scale of expenditure. The difference forms the amount of the grant.

3. A special grant is payable for every teacher possessing higher qualifications than those prescribed for his post in the standard scale, or possessing the requisite qualifications but drawing higher pay than that assigned to his post.

The special grant is as follows :—

(*i*) For every graduate or possessor of a Senior Anglo-Vernacular Certificate occupying a post assigned to a teacher of lower qualifications, Rs. 20 per mensem.

(*ii*) For every teacher possessing the requisite or higher qualifications but in receipt of a higher salary than that assigned to his post, the amount equal to half the excess salary.

N. B.—In the event of a teacher qualifying for grant under both (*i*) and (*ii*) the special grant earned under (*i*) is deducted from the excess salary for the purpose of calculating the grant under (*ii*).

4. An additional grant will be payable for teachers in excess of the standard scale under the following circumstances :—

(*i*) When the average attendance in any class exceeds 40 and an additional teacher is required under the rules for recognition.

(*ii*) When the employment of specialist teachers (*i. e.* for a special class, or for such subjects as drawing or typewriting) is sanctioned by the Department.

A teacher employed under one of the above conditions is treated as an additional member of the standard staff for the purpose of calculating the ordinary maintenance grant (under Rule 2) for the school in which he is employed. His salary for this purpose is reckoned as equivalent to the minimum salary assigned to a teacher of similar qualifications in the standard scale; but special grant is payable for him (under Rule 3) if his salary, exceeds that minimum.

The object of the revised rules is to ensure—

(*i*) that every school which fulfils an educational need, as shown by its enrolment, etc., shall be enabled to maintain the minimum standard of staff and expenditure requisite for efficiency, and at the same time shall be encouraged to employ a still better qualified staff.

(*ii*) that every teacher shall receive a reasonable salary according to his qualifications; and that managers shall be encouraged to give even higher salaries.

(*iii*) that Government shall know how the grants which it gives are expended.

(*iv*) that head masters shall not be tempted to compete for pupils or to promote pupils unduly. Both of these temptations arise when the grants are given *per capita* for scholars in attendance, and higher grants for pupils in higher classes.

Except for the fact that the standard scale has been fixed somewhat too low to meet the full requirements of high schools, and will need early revision, the rules have worked very easily since they have been in force, and the improvement effected by them in the conditions of high schools has more than fulfilled expectations.

4. *Revision of Scholarship Rules.*—The number of scholarships tenable in secondary schools has been raised from 89 to 159; and the scholarships have been redistributed on the basis of population. Poverty has been made an essential condition for eligibility to a scholarship in accordance with the principle enunciated by the Local Government in the opening paragraph of the rules:—

Scholarships are awarded annually from Public Funds to enable boys of special ability but in poor circumstances to proceed to a higher education than their parents could otherwise afford.

The value of the scholarships is, however, too low properly to fulfil this object; and the enhancement of their value is one of the most pressing of educational needs.

5. *Imperial Grant.*—A recurring grant of Rs. 55,000 for education was made by the Government of India during the year. This grant was utilised in—

(*i*) opening 105 new Board primary schools,

(*ii*) opening four Vernacular Middle schools,

(*iii*) strengthening the staff of existing Board schools by the employment of assistant teachers,

(*iv*) appointment of an Assistant District Inspector of Schools for the Hazara District,

(*v*) opening of two schools in the Malakand Agency,

(*vi*) urgent building needs, etc., chief of which was the building of a new primary school at Mardan for Rs. 8,000.

6. *Opening of the Islamia College and Collegiate School.*—The opening of the Islamia College in April by Sir Harcourt Butler was mentioned in last year's report. The importance of this institution can best be described by quoting the concluding words of his speech on that occasion: 'Standing here on the most famous highway of Asia, facing the mouth of the Khyber Pass, I confess that my imagination is powerfully affected at the prospect of the enlightenment which will radiate from this school and College, not only in this Province and along the Frontier, but far into the recesses of Asia.'

Almost at once the demands for admission far exceeded the available accommodation. Three school hostels, each designed to hold 70 pupils were completed at the close of the year, but the number of pupils in residence was over 250. The College opened at the beginning of the University Session in October, and although only first and third year students were admitted, had an enrolment of 33 at the close of the year.

The chief features of the institution are—

(*i*) Being situated at a distance of over three miles from Peshawar City, it is purely residential, and the hostels are a cardinal feature of the institution. To quote from the annual report of the Principal:—'It is on the efficiency of our Hostels that our future success will mainly depend, for our aim is not merely to enable boys to pass examinations but to give them an all round education, physical, moral, and religious as well as intellectual; in a word to start them in life with the inestimable advantages of a well disciplined and well ordered boyhood.'

(*ii*) Being a Muhammadan institution, founded and largely supported by Muhammadans, religious education in the tenets of Islam is not only provided but compulsory for the students. It therefore appeals to a large section of the Muhammadan community of this Province (and 93 per cent. of the population of the Province is Muhammadan) who still view with considerable misgiving a purely secular education.

(*iii*) It has already become a centre for those pupils from the agencies and the transborder Districts all round the Province whose parents desire them to be educated, but dislike sending their sons to the neighbouring schools in British territory.

Most generous help has been given by the Government of India to this institution.

7. *Conferences.*—Two conferences of some importance were held during the year, the one on school hygiene and the other on general educational matters.

(*i*) The conference on school hygiene was held at Abbottabad in August last when a committee, including the Chief Medical Officer and the Director of Public Instruction, considered the whole question in great detail.

As a result of their recommendations it was resolved that hygiene should be introduced as a subject in secondary schools, and that steps should be taken to instruct teachers in this subject (see paragraph 8).

It was further decided by the Local Government on the recommendations of the Committee to appoint Medical Inspectors of Anglo-Vernacular schools. As an experimental measure two Medical Officers of the rank of Sub-Assistant Surgeon were appointed in January last for the Peshawar and Dera Ismail Khan Districts. Their duties were to inspect the school permises and arrangements from the sanitary point of view, and also to inspect the eye-sight of the students and to note any obvious diseases.

It is too early as yet to report on the result of this step, but the reports of these officers on the sanitary conditions of the schools and hostels, for proper attention to which an ordinary Inspecting Officer of the Department, even if he had the requisite knowledge, finds very little time when examining the school work of the pupils, have been most valuable; and they have been able to detect and send for treatment a large number of boys suffering from eye diseases. I hope that such officers may be appointed for each district.

(*ii*) The second conference was held at the time of the Inter-Provincial Athletic Tournament at Dera Ismail Khan and was attended by all the Inspecting Officers of the Department, by the Head Masters of the Government Normal and High schools, and by the Head Masters of the aided High schools in the Province. It says much for the interest taken by these last that although the place of meeting was not easily accessible and those attending were obliged to meet their own expenses, every High school Head Master in the Province was present.

The rules for Grant-in-aid and the proposed School Final Examination were discussed, and many valuable suggestions were made.

The curriculum for Anglo-Vernacular schools was also considered in detail and important modifications adopted (see Chapter IV).

Other matters of organisation and discipline were satisfactorily settled.

8. The following measures were also initiated during the past year :—

(*i*) A new series of Urdu Readers was prepared for use in primary schools. Messrs. Macmillan's new Urdu Story Readers were adopted as the basis of this series, but were modified by the inclusion of a number of local stories, prepared by M. Ghulam Hassan, Personal Assistant to the Director. The illustrations were revised, and many new pictures illustrative of Frontier types were prepared by local artists.

An agreement was made with Messrs. Macmillan for the production of the series, which was completed by the close of the year and is now in general use in primary schools and departments.

It is hoped that these books which contain interesting reading matter and avoid the defects criticised by the Chief Commissioner in his review of the report for 1911-12, may tend to make the reading-lessons in primary school sless dreary than heretofore.

(*ii*) In accordance with the recommendation of the Committee on hygiene, a course of instruction in this subject for teachers will be held in August of this year at Abbottabad by the Deputy Sanitary Commissioner. The course will be attended by one teacher from every Government and aided high school, and the Local Government has sanctioned, besides travelling and halting allowance to teachers attending the course, pecuniary rewards to those who are successful in an examination to be held at its completion.

(*iii*) Proposals were submitted to the Government of India for the opening of a class for training teachers for Anglo-Vernacular schools. The need for such an institution in this Province, which has hitherto relied on the Punjab for its English teachers, was only fully realised towards the close of the year, when it proved impossible to find a sufficient supply of qualified teachers to fill the posts required in the Government high schools at provincialisation and in aided schools under the new Grant-in-aid regulations. Moreover the Lahore Training College, owing to the number of applicants for admission from the Punjab, found itself unable to admit freely as in previous years the nominees from this Province.

The proposals are at present under consideration by the Government of India.

(*iv*) A draft scheme for the introduction of a School Final Examination was forwarded to the Punjab University for consideration in February. Correspondence on the subject is continuing, and it is hoped to introduce the scheme with effect from 1st April 1915. A description of it will be reserved for inclusion in the report on the current year.

9. *Number of institutions and scholars.*—The following table shows the number of institutions and scholars in the Province in the year 1912-13 and 1913-14 :—

MALES.

Class of institution.	*Number of institutions.*		Increase or decrease.	*Number of scholars.*		Increase or decrease.
	1913-14.	1912-13.		1913-14.	1912-13.	
Arts Colleges ...	2	1	+1	77	37	+40
High Schools ...	14	12	+2	4,997	5,438	−441
Middle Schools ...	27	22	+5	5,674	4,912	+762
Primary Schools ...	440	335	+105	22,301	16,899	+5,402
Training Schools ...	1	1	...	75	58	+17
Private Schools ...	424	482	−58	7,114	7,296	−182
TOTAL ...	908	853	+55	40,238	34,640	+5,598

FEMALES.

Class of institution.	*Number of institutions.*		Increase or decrease.	*Number of scholars.*		Increase or decrease.
	1913-14.	1912-13.		1913-14.	1912-13.	
Middle Schools ...	1	1	...	354	352	+2
Primary Schools ...	30	29	+1	2,265	2,044	+221
Private Schools ...	78	84	−6	1,588	1,436	+152
TOTAL ...	109	114	−5	4,207	3,832	+375

NOTE.—There exist no Lower Primary Schools in the Province.

The percentage of scholars attending schools in each District to those of school-going age is as follows :—

District.	1913-14.	1912-13.
1. Hazara	11·1	8·5
2. Peshawar	11·3	9·9
3. Kohat	12·3	11·3
4. Bannu	18·3	18·1
5. Dera Ismail Khan ...	22·9	19·2

The proportion of all scholars in the Province to the population of school-going age is as follows :—

1913-14.		1912-13.	
Boys.	Girls.	Boys.	Girls.
22·7	2·7	19·5	2·5

The following table shows the classification of scholars according to race or creed :—

Race or religion.	*Number in institutions.*		Decrease or increase.
	1913-14.	1912-13.	
Muhammadans	32,631	27,319	+5,312
Non-Brahman Hindus ...	9,226	8,949	+277
Brahmans	923	782	+141
Sikhs	1,578	1,370	+208
Indian Christians	36	51	−15
Europeans and Eurasians ...	44	1	+43
Others	7	...	+7
TOTAL ...	44,445	38,472	+5,973

The noticeable features of the above tables are :—

(*a*) The extraordinary increase of 5,973 or nearly six thousand in the number of scholars. About half of the increase in 1913-14 is due to the opening of 105 new primary schools, and the raising of the four schools to the middle status; but there was an influx of over 2,500 scholars into previously established Middle and Primary Schools.

(*ii*) The increase of 5,312 in the number of Muhammadan pupils or an increase of 24 per cent. on the figures for the previous year.

(*iii*) An increase of nearly 10 per cent. in the number of girls attending schools.

(*iv*) The apparent fall in the number of boys attending high schools is due to the fact that on the provincialisation of the Municipal high schools, the primary departments previously attached to them were cut off and classed as Municipal Primary schools. There is actually an increase in secondary departments of 574 scholars.

10. *Expenditure.*—The total expenditure on Public Instruction during the last year is shown in the following statement :—

Sources.	Expenditure in 1913-14.	Expenditure in 1912-13.	Percentages to total expenditure in 1913-14.	Percentages to total expenditure in 1912-13.
	Rupees.	Rupees.		
Provincial ...	(*a*) 3,10,174	3,68,120	30·3	38·2
District Funds ...	(*b*) 2,10,710	3,06,277	20·5	31·9
Municipal Funds...	(*c*) 64,759	1,76,057	6·3	18·3
Fees ...	81,692	64,429	8·0	6·7
Other Sources ...	(*d*) 3,58,289	47,312	34·9	4·9
Total ...	10,25,624	9,62,195	100	100

(*a*) This includes the large Imperial grants :—
(*i*) Rs. 1,00,000 non-recurring and Rs. 40,000 recurring for the Islamia College and School.
(*ii*) Rs. 31,000 recurring for the provincialisation of the High Schools.
The total grants from the Government of India under this head amount to Rs. 1,71,000 this year as opposed to 2,60,000 last year ; which accounts for the decrease in the expenditure.

(*b*) This includes a new recurring grant of Rs. 55,000 for primary education.
The decrease in expenditure under this head is due to a non-recurring grant for buildings of Rs. 1,10,000 having been given in 1912-13.

(*c*) The large decrease under this head in due to a non-recurring grant of Rs. 1,04,000 for buildings having been made in 1912-13 and to the fact that the five Municipal Board High Schools were provincialised in September.

(*d*) The enormous increase under this head is chiefly due to the expenditure by the management of the Islamia College of some two and a half lakhs on buildings.

It is impossible to draw any general deductions from the above table, since the large non-recurring grants for special objects render the annual figures abnormal. The great rise, however, in the expenditure from 'Other Sources,' *i.e.* private subscriptions and donations, even if the expenditure on the Islamia College omitted, is a ground for satisfaction, showing as it does that the public is prepared to show its appreciation of the value of education in the most practical manner.

The average cost of educating a pupil in the different classes of institutions is shown below:—

Year.	Arts College.	Secondary schools.	Primary schools.	Training schools.	Average cost of pupil receiving instruction.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
1913-14	732-12-9	19-11-3	5-14-4	219-13-5	12-9-6
1912-13	421-8-9	15-15-7	5-13-3	204-4-9	10-10-4

(*i*) The rise in the cost of educating a pupil at an Arts College is due to the strengthening of the staff of the Edwardes Church Mission College and the opening of the Islamia College with an expensive staff. With the increase of students at both institutions, which may confidently be expected, the cost per head will fall.

(*ii*) The increase in the cost of educating a pupil at the Normal School is due to an increase of the salaries of the staff.

Finally the table on the next page gives a summarised comparison of the condition of education in the Province in 1913-14 and in 1912-13.

GENERAL SUMMARY.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1913-14.	1912-13.	Increase.	Decrease.	1913-14	1912-13.	Increase.	Decrease.	1913-14.	1912-13.	Increase.	Decrease.
									Rs.	Rs.	Rs.	Rs.
PUBLIC INSTITUTIONS.												
FOR MALES.												
Arts Colleges { English ...	2	1	1	...	77	37	40	...	57,158	16,862	40,296	...
Arts Colleges { Oriental ...	...	...	...	...	...	...	...	...	...	...	...	...
High Schools ...	14	12	2	...	4,997	5,438	...	441	1,55,207	1,19,390	35,817	...
Middle Schools ...	27	22	5	...	5,674	4,912	762	...	56,595	41,373	15,222	...
Total Secondary Schools ...	41	34	7	...	10,671	10,350	321	...	2,11,802	1,60,763	51,039	...
Primary Schools ...	440	335	105	...	22,301	16,899	5,402	...	1,14,180	84,967	29,213	...
Total Schools for General Education	481	369	112	...	32,972	27,249	5,723	...	3,25,982	2,45,730	80,252	...
Institutions for special Instruction	1	1	...	...	75	58	17	...	16,268	11,645	4,623	...
Total Institutions for General Education and for Special Instruction ...	484	371	113	...	33,124	27,344	5,780	...	3,99,408	2,74,237	1,25.171	...
FOR FEMALES.												
High Schools	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools ...	1	1	...	...	354	352	2	...	2,194	2,140	54	...
Total Secondary Schools ...	1	1	...	...	354	352	2	...	2,194	2,140	54	...
Primary Schools ...	30	29	1	...	2,265	2,044	221	...	16,187	14,036	2,151	...
Total Schools for General Education	31	30	1	...	2,619	2,396	223	...	18,381	16,176	2,205	...
Schools for Special Instruction	...	...	...	...	...	...	...	...	...	...	...	...
Totals Schools for General Education and for Special Instruction	31	30	1	...	2,619	2,396	223	...	18,381	16,176	2,205	...
Total Public Institutions for Males and Females ...	515	401	114	...	35,743	29,740	6,003	...	4,17,789	2,90,413	1,27,376	...
PRIVATE INSTITUTIONS.												
For Males	424	482	...	58	7,114	7,296	...	182	...	...	...	...
For Females	78	84	...	6	1,588	1,436	152	...	...	...	...	...
Total Males and Females...	502	566	...	64	8,702	8,732	...	30	...	...	...	...
GRAND TOTAL OF INSTITUTIONS, PUBLIC AND PRIVATE	1,017	967	50	...	44,445	38,472	5,978	...	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	20,032	9,606	10,426	...
Other Charges	...	...	...	...	...	...	...	...	5,87,803	6,62,176	...	74,373
GRAND TOTAL OF EXPENDITURE	...	...	...	...	...	...	...	...	10,25,624	9,62,195	63,429	...

		Number of Scholars.			
High Stage ...	Boys ...	640	575	65	...
	Girls ...	...	...	...	...
Middle Stage ...	Boys ...	3,986	3,477	509	...
	Girls ...	27	23	4	...
Total ...	Boys ...	4,626	4,052	574	...
	Girls ...	27	23	4	...
Upper Primary*...	Boys ...	2,844	2,784	60	...
	Girls ...	218	239	...	21
Lower Primary*...	Boys ...	25,507	20,397	5,110	...
	Girls ...	2,369	2,150	219	...
TOTAL ...	Boys ...	28,351	23,181	5,170	...
	Girls ...	2,587	2,389	198	...

From Imperial Revenues ...		...	...	...	...
,, Provincial Revenues ...		3,10,174	3,68,120	...	57,946
,, District Funds ...		2,10,710	3,06,277	...	95,567
,, Muncipal Funds ...		64,759	1,76,059	...	1,11,298
,, Fees ...	Tuition Fees ...	75,476	63,625	11,851	...
	Other Fees ...	6,216	804	5,412	...
,, Other Sources ...		3,58,289	47,312	3,10,977	...
Total ...		10,25,624	9,62,195	63,429	...

* Of both Secondary and Primary Schools.

II.—DIRECTION AND INSPECTION.

1. *Personnel.*—During my absence on leave from April 1st to October 1st, the post of Director of Public Instruction was occupied by Mr. C. E. W. Jones of the Morris College, Nagpur.

M. Nur Husain, M. A., District Inspector of Schools for the Kohat District, was transferred to the Second Mastership of the Normal School in September, relieving M. Ghulam Rasul who took his place at Kohat.

An exchange of post was effected in January 1914 between M. Inayat Ullah Khan, District Inspector of Schools, Hazara, and M. Muhammad Amin, District Inspector of Schools, Dera Ismail Khan.

M. Nazar Muhammad, Assistant District Inspector of Schools, Peshawar District, was appointed Second Master of the Mardan High School on its provincialisation, his place being taken by M. Muhammad Din Jan, Assistant Master of the Abbottabad High School.

An Assistant District Inspectorship of Schools was created for the Hazara District in July 1913 and M. Bashir Husain of Rawalpindi was appointed to this post.

Character of work.—The Personal Assistant M. Ghulam Hassan, in addition to his ordinary duties was engaged during a large part of the year in the preparation of new readers for primary schools, and the translation of a Manual for the Normal School.

This work he carried out with success and considerable literary ability.

The clerical work of the Inspectors owing to the large increase in the number of schools and teachers, has grown very heavy, and the provision of additional clerical assistance during the year is an urgent need.

In spite of this both officers toured largely and the Inspector of the Northern Circle, Mirza Ali Muhammad Khan, succeeded in visiting a considerable majority of the schools in his circle during the course of the year. His work both in administration and inspection was very good.

Educational affairs were somewhat upset in the Kohat District in the earlier months of the year, and the standard of work in schools of the Dera Ismail Khan District was not up to that reached in the other districts. Otherwise the work of District Inspectors was good, and a very marked improvement in the quality of the teaching in primary schools has been the result of their efforts during the last two years. Specially deserving of mention in this connection are Shaikh Allah Din of the Bannu District and Mir Karim Bakhsh of the Peshawar District. Owing to the skill and enthusiasm of the latter officer in instructing the teachers under him in the proper methods of elementary teaching the work in many of the primary schools of the Peshawar District is of a really high order.

III.—INSTITUTIONS CLASSIFIED BY MANAGEMENT.

1. *Schools under District Boards.*—The following table shows the number of schools under the management of District Boards and the number of scholars in attendance during 1912-13 and 1913-14 :—

Year.	Number of schools under the direct management of District Boards.					Number of scholars.				
	Anglo-Vernacular Middle.	Vernacular Middle	*Primary.* Boys.	*Primary.* Girls.	Total.	Anglo-Vernacular Middle	Vernacular Middle	*Primary.* Boys.	*Primary.* Girls.	Total.
	(*a*)	(*b*)	(*c*)	(*d*)		(*a*)	(*b*)	(*c*)	(*d*)	
1913-14	2	20	408	5	435	644	3,812	18,639	185	23,280
1912-13	3	15	307	3	328	1,092	2,649	14,416	106	18,263

(*a*) Decrease due to the provincialisation of the Mardan Anglo-Vernacular Middle School.
(*b*) Increase due to the opening of new Vernacular Middle Schools at Garhi Habib Ullah, Garhi Kapoora, Thall, Ghazni Khel and Gul Imam.
(*c*) Increase due to the opening of 105 primary schools and the inclusion of the primary department of the Mardan School. From the increase of 106 must be deducted the five primary schools converted into Vernacular Middle Schools.
(*d*) Increase due to the opening of District Board Girls Schools at Kulachi and Chawdhwan in the Dera Ismail Khan District.

The following table gives the expenditure by District Boards on Education other than on buildings during 1913-14 :—

1	2	3	4	5	6	7
Districts.	Fixed allotment from District Board resources.	Income from fees and contributions.	Government grants.	Expenditure due from Boards, being total of columns 1, 2 and 3.	Actuals on education, 1913-14 (excluding buildings).	Actuals for 1912-13.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hazara ...	11,211	1,400	27,993	40,609	36,363	31,352
Peshawar ...	29,183	3,564	34,997	67,744	58,093	52,341
Kohat	4,935	183	19,784	24,902	21,745	17,259
Bannu ...	8,683	500	18,706	27,888	27,464	19,347
D. I. Khan ...	8,500	1,784	26,413	36,697	30,381	26,804
Total ...	62,512	7,431	1,27,897	1,97,840	1,74,046	1,47,103

It would appear from the above table that District Boards spent less than their fixed allotments on education. This, however, was not the case. The savings were towards the close of the year utilised for urgent building projects.

The arrangement made for the erection of buildings through the Public Works Agency was abandoned towards the close of the year, as no progress had been made. The Hazara District Board gave the contract for all their school buildings to a private engineering firm from Lucknow, and the results were quite satisfactory. All the buildings were completed within a few months.

The other District Boards undertook the construction of the buildings themselves, and building operations have been pushed on rapidly. In the Peshawar District over Rs. 60,000 is being expended on buildings for Primary and Vernacular Middle Schools, most of which are in course of erection.

It will, however, require an expenditure of at least a lakh of rupees a year for five years before existing Board Schools are properly housed.

The financial arrangements with District Boards worked quite satisfactorily throughout the year.

A uniform system of provident funds was introduced by District Boards for teachers permanently in their employ, the rate of contribution being raised to one anna in the rupee of the teachers' salary, the Board contributing a similar amount. This is far more satisfactory than the old system of bonuses, which often involved difficulties of calculation, and considerable delay in payment.

The average attendance at a District Board school fell from 47 to 41, but this was due to the opening of 105 new schools during the course of the year, it being impossible to expect an average attendance of over thirty scholars in a new school, though this number was in many cases exceeded.

Schools under Municipal Boards.—The following table shows the number of schools under the management of Municipal Committees and the average number of scholars attending them in the years 1912-13 and 1913-14 :—

Years.	Number of Schools.						Number of Scholars.					
	High.	Anglo-Vernacular Middle.	Vernacular Middle.	*Primary.* Boys.	*Primary.* Girls.	Total.	High.	Anglo-Vernacular Middle.	Vernacular Middle.	*Primary.* Boys.	*Primary.* Girls.	Total.
	(a)			(b)			(a)	574	291	(b)		
1913-14	...	2	1	13	8	24	...			1,575	745	3,185
1912-13	5	2	1	6	8	22	2,004	624	237	411	660	3,936

(a) Owing to the provincialisation of the five Municipal High Schools from September 1st, 1913.

(b) Owing to the primary departments of the Municipal High Schools being converted into Municipal primary schools from September 1st, 1913, and to the opening of branch primary schools in Peshawar and Bannu.

The separation of primary departments has not been as complete as is intended since except in Bannu, where it already occupied a separate building, the primary school has perforce continued to occupy some portion of the high school building. Steps are, however, being taken in Dera Ismail Khan, Abbottabad and Mardan to move the primary classes to other buildings at the close of the year.

The Peshawar Municipality has at once commenced to utilise the money set free by the provincialisation of the high school in opening new primary schools. Bannu has opened a branch school and Abbottabad is opening a Municipal Girls' School. The savings at Dera Ismail Khan are being utilised this year towards the cost of the new primary school building. Kohat has not reported as yet on this matter.

On the whole a very respectable expansion of primary education in Municipalities may be anticipated as a result of the provincialisation of high schools.

Municipal Girls' Schools have proved successful institutions, but the greatest difficulty is experienced in recruiting qualified mistresses.

Aided Schools.—The statement below shows the number of aided institutions and the amount of the grants allowed to them together, with the authorities issuing the grants:—

Aided by.	Years.	Colleges.			High Schools.			Middle Schools for boys.			Middle Schools for girls.			Primary Schools for boys.			Primary Schools for girls.			Total.		
		Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.	Number of institutions.	Number of scholars.	Amount of grant.
				Rs. (a)			Rs.			Rs. (b)			Rs.			Rs.			Rs.			Rs.
Government.	1913-14	2	77	42,400	8	3,675	23,413	2	353	1,767	...	...	...	...	...	...	...	...	...	12	4,105	67,580
	1912-13	1	87	2,500	7	3,434	15,619	...	...	...	...	...	...	2	316	318	1	66	195	11	3,853	18,704
District Board.	1913-14	...	...	...	...	...	...	...	...	...	...	...	...	6	423	1,029	5	262	1,300	11	685	2,329
	1912-13	...	...	...	...	...	...	1	310	960	...	...	...	9	463	1,337	6	277	504	16	1,050	2,801
Municipal Board.	1913-14	...	...	...	7	3,397	3,600	...	...	...	1	354	978	10	1,380	3,069	7	724	2,185	25	5,855	9,832
	1912-13	...	...	...	4	1,682	2,372	...	...	...	1	352	674	7	1,032	2,196	4	469	557	16	3,535	5,796

(a) Includes grant of Rs. 40,000 from the Imperial Government for the Islamia College.

(b) Includes grant of Rs. 1,000 from the Cantonment Committee in aid of the Frontier Anglo-Vernacular Middle School in the Peshawar Sadar Bazar.

All grants to Anglo-Vernacular institutions are now paid from Provincial revenues. The apparent exception in the grant to high schools by Municipal Boards is due to the fact that primary departments of high schools are classed as primary schools for purposes of grant-in-aid, since the curriculum of a primary department is now identical with of the ordinary primary school. The grants given by Municipalities are to primary departments only. Secondary departments are aided from Provincial revenues.

The new grant-in-aid rules were introduced with effect from October 1st, 1913, and caused a slight rise in the amount of grants earned by high schools.

They are dealt with fully in Chapter I. It is interesting to note that a considerable improvement in the staffs of schools has been directly or indirectly due to them.

The number of aided primary schools for boys in District Board areas is steadily diminishing, since these schools are annually being converted into District Board schools.

The aided primary schools in municipal areas consist entirely of denominational schools run by Missions or by Muhammadan, Hindu or Sikh societies.

Capital grants aggregating nearly Rs. 40,000 were made during the year for buildings and equipment to twelve different institutions The largest individual items were grants of Rs. 20,000 to the National High School, Peshawar, and Rs. 4,000 to the Convent Day School for Europeans for building purposes and of Rs. 4,100 for furniture to the Islamia Collegiate School.

Private Schools.—The following table purports to give the number of private schools and scholars attending them in 1912-13 and 1913-14 :—

District.	*Number of schools.*		*Number of scholars.*	
	1913-14.	1912-13.	1913-14.	1912-13.
1. Hazar ...	122	116	2,061	1,446
2. Peshawar ...	87	130	1,936	2,214
3. Bannu ...	103	167	51,65	2,238
4. Dera Ismail Khan	158	113	2,671	2,112
5. Kohat ...	32	40	379	722
Total ...	502	566	8,702	8,732

It will be seen that the numbers fluctuate largely from year to year and that the average attendance in each school does not exceed 16 pupils.

There is a most remarkable decrease in the number of rote schools (teaching the Quran only) from 456 schools to 350. No explanation is offered by Inspectors; but it is possible that the teaching of the Quran out of school hours which is generally permitted and practised in Board schools may satisfy the need which these schools represent.

It is interesting to note as a proof of the increasing popularity of public schools that the number of scholastic institutions in the Province in 1907-08, namely 853 for males and 116 for females, is almost identical with the numbers of 1912-13, namely 853 for males and 114 for females. But in the latter year the number of Public Schools included in these figures had increased by 100; and whereas the number of boys in Private Schools had decreased from 8,938 to 7,296 (the figure for girls being by a strange coincidence identical for both years, *i.e.* 1,436), the number in public schools had increased from 17,323 to 27,344 or by 10,000 pupils.

IV.—INSTITUTIONS CLASSIFIED BY STANDARD OF INSTRUCTION.

Arts Colleges.—

STATISTICS.

Years.	Number of Colleges.	Number of scholars.	Direct expenditure.	RESULTS.	
				F.A. Examination.	B.A. Examination.
			Rs.		
1913-14	2	77	57,158	7/21	4/8
1912-13	1	37	16,862	4/8	2/5

The number of students has nearly doubled owing to the opening of the Islamia College.

The Edwardes Church Mission College presented its first candidates for the B. A. examination in 1913, two candidates passing out of five presented. This institution suffered a severe loss in the retirement of its Principal and founder, the Rev. H. J. Hoare, after twenty-seven years' work on the Frontier. His place has been taken by Rev. J. A. Wood, who has over twenty years' scholastic experience in India.

The staff has been strengthened by the appointment of an assistant Arabic Professor, and its further strengthening is under consideration.

The Islamia College opened in October 1913 with a strong staff, including three Cambridge graduates: Mr. L. Tipping, Principal, a member of the Indian Educational Service, whose services are lent by the Government of Bihar and Orissa, Mr. Inayat Ullah Khan, Vice-Principal and Professor of Mathematics, and Mr. H. T. Bousfield, Professor of History.

The College has been affiliated up to the B. A. standard in English, History, Mathematics, Philosophy, Arabic and Persian.

The buildings which were only commenced at the close of 1912, were built with extraordinary rapidity under the supervision of Lieutenant-Colonel G. P. Campbell, A. C. R. E., Peshawar, and at the time of writing the College buildings, a building for the Oriental Faculty, one College Hostel, residences for the Principal, Professors, etc., were all completed and occupied, while a second hostel and large wings to the College building for Science and Chemistry, towards the cost of which a special grant of Rs. 1,00,000 was made by the Government of India, are under construction.

Largely owing to the efforts of the energetic Secretary, Khan Bahadur Sahibzada Abdul Qaiyum, C. I. E., and of the Principal, the institution, to which is attached a large Collegiate School (see *infra*) has been well organised and has run smoothly from its initiation.

Secondary Schools :—

STATISTICS.

YEAR.	NUMBER OF SCHOOLS.				NUMBER OF SCHOLARS.				Number of Scholars reading English.	DIRECT EXPENDITURE.				Number of qualified teachers.	RESULT.		
	High.	Middle.		Total.	High.	Middle.		Total.		High Schools.	Anglo-Vernacular Middle Schools.	Vernacular Middle Schools.	Total.		Matriculation.	Anglo-Vernacular Middle.	Vernacular Middle.
		Anglo-Vernacular.	Vernacular.			Anglo-Vernacular.	Vernacular.										
										Rs.	Rs.	Rs.	Rs.				
1913-14	14	5	21	40	4,997	1,526	4,103	10,626	3,677	1,55,207	18,078	33,464	2,06,749	267/414	152/240	298/426	101/122
1912-13	12	6	16	34	5,438	2,026	2,886	10,350	3,379	1,19,390	18,724	22,649	1,60,763	246/403	130/254	294/402	112/143

(*i*) The apparent decrease in the number of scholars attending high schools is due to the separation of the primary departments on provincialisation.

(*ii*) The decrease in the number of scholars attending Anglo-Vernacular middle schools is due only to the raising of the Anglo-Vernacular middle school, Mardan, to the status of a high school.

(*iii*) There was a fall during the year 1912-13 in the number of scholars reading English from 3,520 to 3,329. This was due to the fact that English ceased to be a subject taught in the primary classes from April 1st, 1912. In the year under review the increase of three hundred scholars reading English brings the figures up again to one hundred more than they were in 1911-12.

There are only five Anglo-Vernacular middle schools in the Province as compared with 22 Vernacular middle schools.

There is a very real difficulty in determining the comparative need for these two classes of institutions. There is a persistent demand for the conversion of Vernacular Middle into Anglo-Vernacular Middle schools at several centres, notably Charsadda, Baffa, Hangu and Lakki. But it has always to be borne in mind that these demands are made by persons who are able to express their own wants, namely by the more literate and well-to-do section of the community, who naturally desire the best education they can get for their sons in the vicinity of their homes, and who are also able to pay for it. The fees in a Vernacular middle school are three annas for an agriculturist and five annas for non-agriculturist, whereas the corresponding fees in an Anglo-Vernacular middle school are Re. 1 and Rs. 1-8-0 (taking the average fee for the middle classes).

That there is a large inarticulate body of parents to whom a Vernacular middle school is a real boon, but who would never afford to take advantage of an Anglo-Vernacular middle school is proved not only by the great and increasing number of scholars attending Vernacular middle schools, which has almost doubled since 1910-11 (from 2,065 to 4,103), but also by the fact that Vernacular middle schools are able to flourish in close proximity to Anglo-Vernacular schools. A typical instance of this is the Nawanshahr Vernacular middle school, which though situated at less than three miles from Abbottabad, has nearly as many scholars in its middle department (many of them boarders from distant villages) as are found in both the middle departments of the two high schools in Abbottabad.

Great caution has therefore to be exercised by the Education Department in recommending to Boards the conversion of a Vernacular middle into an Anglo-Vernacular middle school, lest the interests of this inarticulate majority should suffer. Such conversion appears only to be justified when (*i*) the majority of parents whose boys attend the middle department could afford to pay the higher rates of fees for an English education, and (*ii*) when the Anglo-Vernacular schools at the nearest centres are overcrowded.

Both these conditions are fulfilled at Charsadda and Lakki, the populations of which places are comparatively well-to-do, while the high schools at Peshawar and Bannu have more applications for admission to their hostels than they can grant. The conversion of the schools at these two places into Anglo-Vernacular middle schools next year is under consideration. On the other hand, neither of the aforementioned conditions is fulfilled at Hangu or Baffa.

In the matter of buildings some of the high schools, not least among which are the newly provincialised Government high schools, are far from well provided. The Islamia Collegiate School has, however, a fine new building capable of seating some six hundred students, while the hostels attached to it are excellent in design and construction.

The National High School, Peshawar, is erecting a very fine building outside the city at the cost of about a lakh of rupees, towards which the Provincial Government has sanctioned a grant of Rs. 40,000. The building will probably be fit for occupation in October.

A good hostel for the V. B. High School at Dera Ismail Khan has been completed capable of holding nearly a hundred boarders; and the management are now considering the construction of a new school building, which is badly needed.

Of the Government high schools, that at Peshawar is undoubtedly the most urgent case. A project for erecting a new school with a hostel and head master's house outside the city, towards the cost of which the Government of India made a grant of Rs. 75,000 and the Municipality are prepared to give Rs. 50,000, was completed eighteen months ago, but has been subsequently retarded by difficulties regarding site. It is to be hoped that building operations will commence at an early date.

Mr. L. T. Watkins was appointed to the Indian Educational Service by the Secretary of State in October last as Headmaster of the Peshawar High School. Although he has already done much in the way of re-organising the work and games of the school, and in reforming the boarding arrangements, the lack of proper buildings and playing fields militates against any radical improvements. The present hired boarding house is entirely unsuitable; nor, though the school has excellent science equipment, is there any adequate accommodation for practical work by the students.

Of the other school buildings handed over by Municipalities at the time of provincialisation, those at Dera Ismail Khan, Kohat and Abbottabad need radical alteration to render them really suitable for Government high schools; though at the last named place the hostel was enlarged and much improved during the past year.

On the other hand, much has been done to improve the buildings of the Board middle schools. Entirely new buildings (each costing about Rs. 20,000) are under construction at Chamkanni, Garhi Kapoora, Ghazni Khel, Chawdhwan and extensions at eight other places. A new hostel costing over Rs. 15,000 is being built at Haripur.

The general work of the Anglo-Vernacular schools during the year showed a distinct advance on that of previous years owing partly to the strengthening of the school staff, partly to a commendable effort on the part of headmasters to improve the methods of instruction, but reform in this direction is still hampered by the dominance of the external examination, Matriculation. It is hoped that the introduction of a School Final Examination, a scheme for which is now the subject of correspondence with the Punjab University, and which emphasises the supreme importance of the ordinary daily work of the pupils, will effect a marked improvement in the quality of school work.

One important reform in the curriculum was the result of the Dera Ismail Khan Conference. With effect from April 1st of this year all subjects in the middle department, save English, will be taught through the medium of the vernacular. The system hitherto in vogue which attempted to make boys assimilate ideas in geography, arithmetic and geometry through the medium of a tongue with which they had the most rudimentary acquaintance, resulted generally in the verbal memorising of facts and formulæ. Even when boys owing to copious explanation in the vernacular had an intelligent knowledge of these subjects, their slight acquaintance with English compelled them at examination or inspection to reproduce the words of their text book or their teacher; or, when the questions required original thought, rendered them quite unable to express their ideas clealry in English, and not infrequently unable even to understand the questions.

The old system, together with the teaching of English in primary classes, arose from the exaggerated importance attached to the matriculation examination, being based on the idea that the sooner boys were practised in answering questions in English the better their chance of passing that examination. It was gratifying to find this reform in the interest of true education proposed by the headmaster of an aided school and warmly supported by all the headmasters.

The libraries of high schools have been much improved by the inclusion of story books for boys, such as Henty's, Ballantyne's or English school stories, for which it is interesting to note the boys show a decided liking ; while reading rooms containing a few daily, weekly and monthly periodicals have been opened at nearly every school, and are freely used by the boys in their leisure moments. The Headmaster of the Peshawar Government High School reports that the " effect is noticeable already. Those who read rapidly outstrip their fellows in speaking fluent and idiomatic English."

The work of Vernacular middle schools is generally of a good quality, though difficulties are found in the teaching of drawing owing to deficient knowledge of this subject on the part of the teachers.

Primary Schools :—

STATISTICS.

Years.	Number of schools.	Number of scholars.	Expenditure, direct.	Number of qualified teachers.	Percentage of trained teachers.	Average attendance.
			Rs.			
1913-14	440	22,301	1,14,180	248/692	35·9	50·7
1912-13	335	16,899	84,967	225/492	45·7	50·4

The percentage of qualified teachers is somewhat misleading, as an assistant is employed when the average attendance in a school exceeds forty, but a qualified assistant only when the attendance exceeds seventy. The Department aims only at providing a trained headmaster for every public primary school and a trained assistant for these larger schools. Actually over fifty per cent. of the schools have trained headmasters; and of the 444 untrained teachers, about one-quarter occupy posts which being dependent on a fluctuating enrolment would not in any case be filled by trained teachers. The matter is further dealt with in paragraph 4.

It is satisfactory to note that the average attendance per school shows, if anything, a slight increase in spite of the large number of new schools opened in the middle of the year.

As the teachers have become better acquainted with the new curriculum, the character of the work in the schools has much improved. This is especially noticeable in the teaching of mental arithmetic and early lessons in reading. The teaching of nature study is undoubtedly the weakest point.

Reference has been made to the new series of Urdu Primary Readers in Chapter I.

4. *Training Institutions.*—The following are the statistics for the Normal School, Peshawar, the only training institution in the Province :—

YEARS.	Number of schools.	Number of scholars.	Total direct expenditure.	Number of qualified teachers.	RESULTS.	
					Junior vernacular class.	Assistant teachers' class.
			Rs.			
1913-14 ...	1	75	16,268	6/6	45/54	20/24
1912-13 ...	1	58	11,645	6/6	28/32	18/20

The number of stipends tenable at the Normal School was raised from sixty to eighty. All were filled at the commencement of the year, the decrease of five by March 31st being due to sickness, expulsion of the unfit, etc.

At the present rate of output from the Normal School all vacant posts for elementary certificated teachers would be filled in five years, but that calculation makes no allowance for further expansion or for wastage.

In addition to an increase in the number of stipends from eighty to ninety (a step which has been taken this year) the question of opening as a temporary measure a supplementary training class at Parachinar is under consideration.

The need for a training institution for Anglo-Vernacular teachers was noted in last year's report; and proposals for its institution have been submitted to the Government of India (see Chapter I).

Plans for additional buildings for this pupose in the grounds of the Normal School are under preparation by the Public Works Department; and it is probable that a small separate block as a sanatorium will also be required.

The Normal School being unable to take part, as heretofore, in the Punjab Normal School Athletic Tournament, held a tournament among its own students grouped by districts, which proved a great success, nearly all the students being enabled to take part.

The figures for the Model School are given below, and require no comment:—

Year.	Number of schools.	Number of scholars.	Total direct expenditure.	Number of qualified teachers.	Remarks.
1913-14	1	99	982	2/2	
1912-13	1	100	830	3/3	

Girls Schools:—

Statistics.

Year.	Number of Schools.		Number of Scholars.		Expenditure, Direct.		Number of qualified teachers in all kinds of schools.	Percentage of trained teachers.	Results.		
	Middle.	Primary.	Middle Schools.	Primary Schools.	Middle Schools.	Primary Schools.			Middle Standard.	Upper Primary Standard.	Lower Primary Standard.
					Rs.	Rs.					
1913-14 ...	1	30	354	2,265	2,194	16,187	14/83	16·9	3/3	65/75	179/205
1912-13 ...	1	29	352	2,044	2,140	14,036	10/68	14·7	5/5	59/73	143/182

Although the figures above show an increase of 10 per cent. in the number of girls reading in public schools, the total numbers are so small that the percentage of scholars to those of school-going age (2·7 from 2·5) is hardly affected.

Of the 30 schools only nine use the Urdu medium, *i.e.* only nine are for Muhammadan girls. The remainder teach Hindi or Gurmukhi to Hindu and Sikh girls.

The cost of educating a girl in the secondary school (the Arya Kanya Pathshala at Dera Ismail Khan) is Rs. 6-8-2 and at a primary school Rs. 7-10-5. This is very low and it might seem that the offer of larger salaries would increase the supply of qualified teachers. This, however, is not the case; since even with the offer of salaries of Rs. 50 or 60 Municipalities are unable to obtain certificated mistresses.

Schools for Europeans.—During the year a school was opened for European children in Peshawar Cantonments, entitled the Convent Day School.

A grant of Rs. 4,000 was made by Government towards the building of the school.

The school has proved successful from its start; and is recognised up to the middle standard. The following table gives the statistics of this institution:—

Year.	Number of schools.	Number of Scholars.			Direct expenditure.	Number of qualified teachers.	Results.
		Boys.	Girls.	Total.			
					Rs.		
1913-14 ...	1	24	21	45	5,053	1/3	...

V.—EDUCATION OF MUHAMMADANS.

The table on the following page shows in a comparative form the number of Muhammadans, Hindus and Sikhs respectively attending the various educational institutions in the Province in the years 1912-13 and 1913-14.

The most noteworthy features of this table are—

(*i*) The increase of over twenty-five per cent. in the number of Muhammadan pupils in primary schools, to which reference has already been made.

(*ii*) The fact that, whereas in 1912-13 the increase in the percentage of Muhammadan boys in school to those of school-going age was 1·8 as compared with 8·2 among Hindus and 5·7 among Sikhs, in the year under review the percentages of increase are 3·2, 3·2 and 3·8 respectively. That is to say the number of Muhammadan pupils in school is at last growing in proportion to the numbers of the community as rapidly as the number of Hindu and Sikh scholars.

It is true that the disparity between the percentages of Muhammadan and Hindus in school is still in a ratio of one to four; but it must be remembered that the majority of the Hindu pupils are resident in towns and come of literate parents; whereas the majority of Muhammadan parents are agriculturists and have not themselves experienced the value of education.

The rate of progress in female education is still very slow: and although there are not wanting signs that among the more educated members of the community the need for such education is beginning to be felt, we have no practical evidences such as that which founded and maintains the Hindu middle school for girls at Dera Ismail Khan or the Arya and Sikh girls schools in Peshawar and Abbottabad, to show that the desire for female education among the Muhammadans has as yet taken much root.

Table showing the number of Muhammadans in attendance at the various Educational Institutions in comparison with the number of Hindus and Sikhs.

	Muhammadans.				Hindus.						Sikhs.			
					1913-14.		1912-13.							
	1913-14.	1912-13.	Increase.	Decrease.	Brahmans.	Non-Brahmans.	Brahmans.	Non-Brahmans.	Increase.	Decrease.	1913-14.	1912-13.	Increase.	Decrease.
Scholars in Institutions for Males.														
Arts Colleges, English ...	56	23	33	...	1	16	...	12	5	...	3	2	1	...
Oriental Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
In Secondary Stage { Anglo-Vernacular ...	1,985	1,713	272	...	128	1,338	113	1,255	98	...	209	208	1	...
In Secondary Stage { Vernacular ...	689	534	155	...	15	229	15	172	57	...	16	26	...	10
In Primary Stage ...	21,134	16,512	4,622	...	556	5,763	478	5,478	363	...	825	693	132	...
„ Training Institutions ...	66	45	21	...	1	7	3	10	...	5	1	...	1	...
„ Law Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ „ Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Mayo School of Art ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total in Public Institutions	23,930	18,827	5,103	...	701	7,353	609	6,927	518	...	1,054	929	125	...
Scholars at Private Schools	6,701	6,694	7	...	36	300	48	463	...	175	77	91	...	14
Total Scholars at Institutions of all kinds.	30,631	25,521	5,110	...	737	7,653	657	7,390	343	...	1,131	1,020	111	...
Percentages on boys of school-going age.														
Scholars in Secondary Stage of Anglo-Vernacular Schools	1·2	1·0	·2	...	13·7		12·8		·9	...	7·0	6·9	·1	...
Scholars in Secondary Stage of Middle Vernacular Schools.	·4	·3	·1	...	2·3		1·7		·6	...	·5	·9	...	·4
Scholars in Primary Stage ...	13·0	10·1	2·9	...	59·0		55·6		3·4	...	27·5	23·1	4·4	...
„ attending Public Institutions.	14·7	11·6	3·1	...	75·2		70·3		4·9	...	35·2	31·0	4·2	...
„ attending Institutions of all kinds.	18·8	15·6	3·2	...	78·3		75·1		3·2	...	37·8	34·0	3·8	...
Scholars in Institutions for Females.														
In Secondary Stage { Anglo-Vernacular.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
In Secondary Stage { Vernacular...	...	...	...	...	1	23	2	20	2	...	...	1	...	1
In Primary Stage ...	449	362	87	...	185	1,530	123	1,539	53	...	430	349	81	...
In Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total at Public Schools ...	449	362	87	...	186	1,553	125	1,559	55	...	430	350	80	...
„ „ Private „ ...	1,551	1,436	115	...	...	20	...	...	...	...	17	...	17	...
Total Scholars at Schools of all kinds.	2,000	1,798	202	...	186	1,573	125	1,559	75	...	447	350	97	...
Percentages of girls of School-going age.														
In Middle Vernacular Stage	...	...	...	...	·3		·3		...	...	...	·06	...	·06
„ Primary Stage ...	·8	·2	·1	...	23·5		22·8		·7	...	27·6	22·4	5·2	...
Scholars attending Public Institutions.	·8	·2	·1	...	23·9		23·1		·8	...	27·6	22·5	5·1	...
Scholars attending Schools of all kinds.	1·4	1·2	·2	...	24·2		23·1		1·1	...	28·7	22·5	6·2	...

VI.—EDUCATION IN AGENCIES.

(*i*).—KURRAM.

The table below gives the statistics of schools in this agency :—

Years.	*Anglo-Vernacular Secondary Schools.*		*Public Primary Schools.*		*Private Schools for Boys.*		*Private Schools for Girls.*		*Total.*		Number of boys learning English in Parachinar School.	Total expenditure on Public Schools.	Number of qualified teachers in Public Schools.
	Number of Schools.	Roll.	Number of Schools.	Roll.	Number of Schools.	Roll.	Number of Schools.	Roll.	Number of Schools.	Roll.			
												Rs.	
1913-14	1	167	10	359	7	166	...	...	18	692	49	8,161	12/21
1912-13	1	159	10	342	4	140	2	27	17	668	49	8,682	4/20

The numbers have slightly risen in all classes of schools save girls' schools.

There is also a satisfactory increase in the number of trained teachers.

It is, however, very difficult to induce Turi students to attend the Peshawar Normal School, nor does the climate suit those who do attend.

A scheme for attaching a small training class for vernacular teachers to the Parachinar school for candidates from Kurram and Kohat is under consideration.

(*ii*).—TOCHI.

The following table gives statistics for schools in this agency :—

Years.	*Number of Schools.*		*Number of Scholars.*		Total expenditure on Public Instruction in the valley.	Number of qualified teachers.
	Public Primary.	Private schools.	Public Primary.	Private schools.		
					Rs.	
1913-14...	6	15	180	175	3,442	1/6
1912-13...	6	20	168	288	2,379	0/6

There has been a decline of 101 pupils owing to the closing of five private schools, for which no cause can be assigned.

The rise in the expenditure is due to the institution of scholarships to enable the brighter boys to attend the Islamia Collegiate School, Peshawar, the people of Northern Waziristan being very averse to sending their boys to Bannu high schools.

(*iii*).—SHIRANI COUNTRY.

The numbers in the Darazinda school rose from 36 to 40. The expenditure remained unchanged.

(*iv*).—KHYBER AGENCY.

The number of schools and scholars (5 schools and 93 scholars) remained practically unaltered.

(*v*).—MALAKAND AGENCY.

The Dargai school which was opened last year proved immediately successful. There were 45 scholars at the end of the year. A grant of Rs. 1,483 was made from educational funds towards the cost of the school building.

A second school at Thana was opened at the close of the year and already has an enrolment of over 100 pupils.

The demands for new schools in this agency are urgent, and it is hoped to open two more schools in Sam Ranizai and Swat this year.

It is interesting to note that the following pupils from the agencies and trans-border districts attend the Islamia Collegiate School :—

21 Afridis from the Khyber Pass.

3 Turis and Syeds from Kurram.

7 Waziris and 3 Daurs from Northern Waziristan.

11 Mahsuds from Southern Waziristan.

12 Swatis from Dir and Swat.

11 Mughals (including the three sons of the Mehtar of Chitral) from Chitral.

The institution has consequently already started on its task of spreading enlightenment in the uncivilized tracts outside the reach of any ordinary educational system.

J. A. RICHEY,

Director of Public Instruction,
North-West Frontier Province.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars in the North-West Frontier Province at the end of the official year 1913-14.

(For details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of
				Collegiate Education.		*School Education, General.*		*School Education, Special.*						
Total area in square miles.	Number of Towns and Villages.	Population.	Institutions and Scholars.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.*	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
13,193	Towns ... 19 Villages ... 3,348 Total ... 3,367	Males ... 1,182,102 Females ... 1,014,831 Total ... 2,196,933	Institutions. For Males ...	2	...	41	440	1	...	484	101	323	908	Institutions to number of towns and villages. 27·0
			Institutions. For Females ...	...	...	1	30	...	...	31	2	76	109	3·2
			Total ...	2	...	42	470	1	...	515	103	399	1,017	Total ... 30·2
			Scholars. Males ...	77	...	10,671	22,301	75	...	33,124	1,007	6,107	40,238	Male scholars to male population of school-going age. 22·7
			Scholars. Females ...	...	...	354	2,265	...	...	2,619	25	1,563	4,207	Female scholars to female population of school-going age. 2·7
			Total ...	77	...	11,025	24,566	75	...	35,743	1,032	7,670	44,445	Total school-going age population. 13·5

* There exists no Lower Primary School in the Province.

EDUCATION—GENERAL TABLE II.

Abstract return of expenditure on Public Instruction in the North-West Frontier Province for the official year 1913-14.

(For details, see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.	Remarks.
	Collegiate Education.		*School Education, General.*		*School Education, Special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for Furniture and Apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For Males ...	57,158	...	2,11,802	1,14,180	16,268	...	3,99,408	...	29,558	30,995	20,032	3,82,731	1,14,978	29,541	6,07,835	10,25,624	
For Females...	...	...	2,194	16,187	...	...	1,38,381										
Total ...	57,158	...	2,13,996	1,30,367	16,268	...	4,17,789	...	29,558	30,995	20,032	3,82,731	1,14,978	29,541	6,07,835	10,25,624	
2. (*a*). Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	13·7	...	13·7	1·3	5·2	...	32·9	...	9·5	8·8	2·2	25·6	19·6	1·4	67·1	100	
(*b*). Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	...	...	16·0	45·7	...	...	61·7	...	...	1·8	3·5	21·3	9·3	2·4	38·3	100	
(*c*). Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	...	...	43·7	34·1	...	...	77·8	...	...	·1	3·9	9·5	3·3	5·4	22·2	100	
(*d*). Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	5·5	...	20·9	12·7	1·6	...	40·7	...	2·9	3·0	2·0	37·3	11·2	2·9	59·3	100	

		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	R. A. P.
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—								
Government Institutions.	Cost to Provincial Revenues.	...	...	12 13 8	10 6 10	219 13 5	...	22 5 2
	Cost to Local and Municipal Funds.	...	...	11 5 6	...	...	...	10 2 4
	Total cost ...	...	...	39 13 10	10 7 2	219 13 5	...	46 7 9
Local Fund Schools.	Cost to Provincial Revenues.	...	...	...	...	...	...	...
	Cost to Local Funds ...	...	...	7 13 9	5 9 5	...	...	6 0 8
	Total ...	...	...	9 3 3	5 9 5	...	...	6 5 1
Municipal Schools.	Cost to Provincial Revenues.	...	...	...	...	...	...	...
	Cost to Municipal Funds	...	...	7 5 7	7 12 7	...	...	7 10 7
	Total cost ...	...	...	10 12 2	7 13 1	...	...	8 10 7
Aided Institutions.	Cost to Provincial Revenues.	543 9 5	...	5 9 3	...	...	...	9 8 2
	Cost to Local and Municipal Funds.	...	...	1 4 7	2 14 10	...	...	1 14 5
	Total cost ...	732 12 9	...	25 1 11	6 0 0	...	...	25 14 11
Unaided Institutions.	Total cost ...	...	...	...	6 7 8	...	...	6 7 8
All Institutions.	Cost to Provincial Revenues.	543 9 5	...	3 14 7	0 0 9	219 13 5	...	3 1 3
	Cost to Local and Municipal Funds.	...	...	5 11 6	5 5 7	...	...	5 7 1
	Total cost ...	732 12 9	...	19 11 3	5 14 4	219 13 5	...	12 9 9

EDUCATION—GENE

Return of Colleges, Schools and Scholars in the

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.											
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Managed by Government.				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
ARTS COLLEGES.												
Collegiate Education. English	...	...	...	...	...	...	...	...	2	77	78	66
Oriental	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	2	77	78	66
SECONDARY SCHOOLS.												
School Education—General. For Boys — High Schools ...	6	1,322	1,425	1,238	...	...	...	...	8	3,675	3,643	3,116
For Boys — Middle Schools — English	...	...	...	...	4	1,218	1,211	991	2	353	354	281
For Boys — Middle Schools — Vernacular	...	...	...	...	21	4,103	3,892	3,286	...	...	...	...
For Girls — High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	1	354	337	268
Total	6	1,322	1,425	1,238	25	5,321	5,103	4,277	11	4,382	4,334	3,665
PRIMARY SCHOOLS.												
For Boys	1	99	94	82	421	20,214	18,029	15,189	16	1,803	1,727	1,413
For Girls	...	...	...	...	13	930	936	712	12	986	863	643
Total	1	99	94	82	434	21,144	18,965	15,901	28	2,789	2,590	2,056
SCHOOLS FOR SPECIAL INSTRUCTION.												
School Education—Special. Training Schools for Masters	1	75	74	76	...	...	...	...	...	...	...	...
" " for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art ...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	75	74	76	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	8	1,496	1,593	1,396	459	26,465	24,068	20,178	41	7,248	7,002	5,787

PRIVATE INSTITUTIONS ...

1. *Advanced teaching—*
   - (*a*) Arabic or Persian ...
   - (*b*) Sanskrit ...
   - (*c*) Any other Oriental Classic ...
2. *Elementary teaching,—A Vernacular only or mainly* ...
3. *Elementary teaching,—The Quarn, Shastras or other religious books by rote* ...
4. *Other schools not conforming to Departmental Standard* ...

RAL TABLE III.

North-West Frontier Province for the official year 1913-14.

Management.				Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st of March Learning			Classification of Scholars on the 31st of March according to Race or Creed.								Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	Remarks.
Unaided.											*Hindus.*								
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Indian Christians.	Brahmans.	Non-Brahmans.*	Muhammadans.	Buddhists.	Parsis.	Others.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	2	77	77	77	18	...	1	1	19	56	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2	77	77	77	18	...	1	1	19	56	...	...	...	...	...	
...	...	...	...	14	4,997	3,223	3,515	4,595	...	30	224	2,363	2,379	...	...	1	...	...	
...	...	...	...	6	1,571	499	552	1,605	44	...	62	535	930	...	...	...	21	...	
...	...	...	...	21	4,103	...	1,402	4,103	...	4	71	1,037	2,991	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	354	...	70	354	...	...	24	336	...	...	...	...	...	...	
...	...	...	...	42	11,025	3,722	5,539	10,657	44	34	381	4,265	6,300	...	...	1	21	...	
2	185	153	127	440	22,301	...	1,994	22,584	...	...	342	4,445	17,508	...	...	6	...	...	
5	349	317	258	30	2,265	...	35	2,297	...	1	162	1,653	449	...	...	...	...	26	
7	534	470	385	470	24,566	...	2,029	24,881	...	1	504	6,098	17,957	...	...	6	...	26	
...	...	...	...	1	75	...	75	75	...	...	1	8	66	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	75	...	75	75	...	...	1	8	66	...	...	...	...	...	
7	534	470	385	515	35,743	3,799	7,720	35,631	44	36	887	10,390	24,379	...	...	7	21	26	
...	For Boys	...	100	996	...	996	...	...	...	...	...	...	996	...	...	...	24	...	
	For Girls	...	2	25	...	25	...	...	...	...	...	...	25	...	...	...	...	4	
...	For Boys	...	1	11	...	11	...	...	...	...	11	...	...	...	...	...	...	...	
	For Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	For Boys	...	41	879	...	82	879	...	...	...	19	332	528	...	...	...	89	...	
	For Girls	...	5	89	...	21	21	...	...	...	...	37	52	...	...	...	...	27	
...	For Boys	...	282	5,228	...	5,228	98	...	...	...	6	45	5,177	...	...	...	412	...	
	For Girls	...	71	1,474	...	1,474	...	...	...	...	...	...	1,474	...	...	...	...	164	
...	For Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	For Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Total	...	502	8,702	...	7,837	1,057	...	...	...	36	414	8,252	...	...	...	525	195	
	Grand Total	...	1,017	44,445	3,799	15,557	36,688	44	36	923	10,804	32,631	...	...	7	546	221		

* Includes Sikhs also.

EDUCATION—GENERAL TABLE III (A).

Number of Scholars on the 31st March, in the North-West Frontier Province, classified according to Sex, Race, or Creed for the official year 1913-14.

		Europeans and Eurasians.	Indian Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.*	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
Collegiate Education—										
Arts Colleges—										
English ...	Male	...	1	1	19	56	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Oriental ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Colleges for Professional Training—										
Law ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Medicine ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Engineering ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Teaching ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Agriculture ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Total		...	1	1	19	56	...	...	...	
School Education—General—										
Secondary Schools—										
For Boys—										
High Schools ...	Male	...	...	30	224	2,363	2,379	...	...	1
	Female	...	...	...	...	...	...	...	...	...
Middle Schools—										
English ...	Male	...	23	...	62	535	930	...	...	...
	Female	...	21	...	...	...	...	...	...	...
Vernacular ...	Male	...	...	4	71	1,037	2,991	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls—										
High Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Middle Schools—										
English ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Vernacular ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	24	330	...	...	...	...
Total		...	44	34	381	4,265	6,300	...	...	1
Primary Schools—										
For Boys ...	Male	...	...	...	342	4,445	17,508	...	...	6
	Female	...	...	...	...	...	...	...	...	...
For Girls ...	Male	...	...	...	3	23	...	...	...	...
	Female	...	...	1	159	1,630	449	...	...	...
Total		...	...	1	504	6,098	17,957	...	...	6
School Education—Special—										
Schools for Special Instruction—										
Training Schools ...	Male	...	...	...	1	8	66	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Schools of Art ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...

* Includes Sikhs also.

EDUCATION—GENERAL TABLE III (A).—*concluded.*

Number of Scholars on the 31st March, in the North-West Frontier Province, classified according to Sex, Race, or Creed for the official year 1913-14.

		Europeans and Eurasians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.*					
School Education—Special—*concluded.*										
Schools for Special Instruction—concluded.										
Law Schools ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Medical Schools ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Engineering and Surveying Schools.	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Industrial Schools ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Other Schools ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Total	...	...	...	1	8	66	...	...	...	
Total of Colleges and Schools of Public Instruction,		44	36	887	10,390	24,379	...	...	7	
Private Institutions—										
1. *Advance Teaching—*										
(*a*) Arabic or Persian. (Boys' Schools)	Male	...	...	...	...	972	...	...	...	
	Female	...	...	...	...	24	...	...	...	
(*a*) Arabic or Persian. (Girls' Schools)	Male	...	...	...	...	4	...	...	...	
	Female	...	...	...	...	21	...	...	...	
(*b*) Sanskrit ...	Male	...	...	11	...	...	...	...	...	
	Female	...	...	—	...	...	...	...	...	
(*c*) Any other Oriental Classic.	Male	...	...	...	...	..	...	...	...	
	Female	...	...	...	...	...	...	...	...	
2. *Elementary Teaching—A Vernacular only or mainly—*										
For Boys ...	Male	...	...	17	255	518	...	...	...	
	Female	...	...	2	77	10	...	...	...	
For Girls ...	Male	...	...	...	12	15	...	...	...	
	Female	...	...	...	25	37	...	...	...	
3. *Elementary Teaching—The Quran and other religious books only—*										
For Boys ...	Male	...	...	6	45	4,763	...	...	...	
	Female	...	...	...	...	412	...	...	...	
For Girls ...	Male	...	...	...	...	164	...	...	...	
	Female	...	...	...	...	1,310	...	...	...	
Other Schools not conforming to Departmental Standards—										
For Boys ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
For Girls ...	Male	...	...	...	...	...	...	...	...	
	Female	...	...	...	...	...	...	...	...	
Total of Private Institutions ...		...	...	36	414	8,252	...	...	...	
GRAND TOTAL ...		44	36	923	10,804	32,631	...	...	7	

* Includes Sikhs also.

EDUCATION—GENERAL TABLE III (B).

Return of Schools and Scholars in the North-West Frontier Province (for Europeans) for the official year 1913-14.

Class of Institution.	PUBLIC INSTITUTIONS.												Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Number of Scholars on the 31st of March learning			Classification of scholars on the 31st of March according to race or creed.									Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	Remarks.
	Under Public Management.				Under Private Management.																							
	Managed by Government.				*Aided by Government or by District or Municipal Board.*				*Unaided.*																			
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans or Eurasians.	Indian Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Collegiate Education. Teaching — Male	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. Teaching — Female	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — *Secondary Schools.*																												
For Boys — High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Middle Schools, English	...	...	...	...	1	45	57	28	...	...	...	...	1	45	45	10	...	44	...	1	...	...	...	...	...	...	21	...
For Girls — High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	1	45	57	28	...	...	...	...	1	45	45	10	...	44	...	1	...	...	...	...	...	...	21	...
Primary Schools.																												
For Boys — Upper Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys — Lower „ „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Upper Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Lower „ „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Schools of Public Instruction	...	...	...	...	1	45	57	28	...	...	...	...	1	45	45	10	...	44	...	1	...	...	...	...	...	...	21	...
Private Institutions.—Other schools not conforming to Departmental Standards ... For Boys												...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls												...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total												...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total												...	1	45	45	10	...	44	...	1	...	...	...	...	...	...	21	...

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE NORTH-WEST FRONTIER PROVINCE FOR THE OFFICIAL YEAR 1913-14.

EDUCATION—GENE

Return of Expenditure on Public Instruction in the North-West

PUBLI

Objects of Expenditure.	Under Public Management.													
	Managed by Government.							*Managed by District or Muaicipal Boards.*						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Arts Colleges.														
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.														
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — Secondary Schools.														
For Boys. High Schools	18,314	-502	16665	22328	...	...	56,805	...	...	...	...	...	...	...
For Boys. Middle Schools... English ...	...	...	...	...	...	...	...	...	3,910	5,539	5,394	...	...	14,843
For Boys. Middle Schools... Vernacular...	...	...	...	...	...	...	...	...	29,392	1,541	2,531	...	...	33,464
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	18,314	-502	16665	22328	...	...	56,805	...	33,302	7,080	7,925	...	...	48,307
Primary Schools.														
For Boys	980	...	...	2	...	...	982	...	93,154	10,455	84	...	19	1,03,712
For Girls	...	...	...	...	...	...	...	...	733	6,353	...	...	...	7,086
Total ...	980	...	...	2	...	...	982	...	93,887	16,808	84	...	19	1,10,798
Schools for Special Instruction.														
School Education, Special. — Training Schools for Masters, ...	16,268	...	...	...	...	...	16,268	...	...	...	...	...	...	...
" " for Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	16,268	...	...	...	...	...	16,268	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	44,929	6,154	...	...	...	51,083
Furniture and Apparatus (Special grants only.)	2,883	...	...	...	...	...	2,883	...	19,609	2,168	...	...	...	21,777
Total ...	2,883	..	...	...	...	...	2,883	...	64,538	8,322	...	...	...	72,860
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships and Buildings. — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	48,445	-502	16665	22339	...	...	76,938	...	1,91,727	32,410	8,009	...	19	2,31,965

Notes.—There exists no Lower Primary School in the Province.

(*a*) Includes Imperial grant of Rs. 1,40,000 for Islamia College, of five Muncipal Board High and one District Board scholarships, stationery for new Government High.

(*b*) This includes the following Imperial and Provincial

(*i*) Rs. 38,870 out of Imperial grant of Rs. 50,000

(*ii*) Rs. 37,222 out of Imperial grant of Rs. 55,000 for were also contributed to the District Boards out District Boards for Islamia College scholarships

(*iii*) Includes also the following sums from Provincial

(1) For raising the salaries of teachers, making

(2) „ new and old scholarships ... ...

(3) „ buildings and furniture ... ...

* Includes the balance of

(*iv*) Includes also Rs. 1,200 from Peshawar Cantonment

(*c*) Includes from Provincial Revenues—

(1) Pension contribution for the teachers of five Municipal

(2) For improvements of staffs of Middle Schools ...

(3) „ Elementary Teachers' Service ... ...

For furniture of the Baffa Middle School out of the Imperial grant

(Note.—Out of the balance of Rs. 55,000 the Imperial grant Rs. 751 remained

(1) Thana School Building ... ...

(2) A cook for Parachinar School Boarding-house ... ...

(3) Dargai School Building ... ...

RAL TABLE IV.

Frontier Province for the official year 1913-14.

INSTITUTIONS.											TOTAL EXPENDITURE FROM						
UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.		
Aided by Government or by District or Municipal Boards.							*Unaided.*										
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total	Fees.	Subscriptions.	Endowments and other sources	Total.	Provincial Funds.	District Funds	Municipal Funds.	Fees.	Private.	Public.	GRAND TOTAL.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs
42,400	...	...	4,276	317	10,165	57,158	...	...	...	...	42,400	...	...	4,276	10,482	...	57,158
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
42,400	...	...	4,276	317	10,165	57,158	...	...	...	...	42,400	...	...	4,276	10,482	...	57,158
23,413	...	3,600	37,832	20,207	13,350	98,402	...	...	...	...	41,727	—502	20,265	60.160	33,557	...	1,55,207
767	1,006	...	2,950	—429	4,000	8,288	...	...	...	...	767	4,910	5,539	8,344	3,571	...	23,131
...	...	...	...	...	...	...	...	...	...	...	...	29,392	1,541	2,531	...	...	33,464
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	978	...	...	1,216	2,194	...	...	...	...	...	...	978	...	1,216	...	2,194
24,180	1,000	4,578	40,782	19,778	18,566	1,08,884	...	...	...	...	42,494	33,800	28,323	71,035	38,344	...	2,13,996
...	1,029	3,069	79	1,658	2,453	8,288	...	265	933	1,198	980	94.183	13,524	165	5,328	...	1,14,180
...	1,300	2,185	...	1,637	2,131	7,253	...	216	1,632	1,848	...	2,033	8,538	...	5,616	...	16,187
...	2,329	5,254	79	3,295	4,584	15,541	...	481	2,565	3,046	980	96,216	22,062	165	10,944	...	1,30,367
...	...	...	...	...	...	...	...	...	...	...	16,208	...	...	...	...	...	16,268
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
											16.268						16.268
79,160	...	...	...	2,50,565	1,923	3,31,648	...	...	...	...	79,160	44,929	6,154	...	2,52,488	...	3,82,731
57.777	...	...	...	30,840	1,701	90,318	...	...	...	...	60,660	19,609	2.168	...	32,541	...	1.14,978
1,36,937	...	...	...	2,81,405	3,624	4,21,966	...	...	...	...	1,39,820	64,538	8,322	...	2,85,029	...	4,97,709
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	29.558	...	...	...	...	...	29.558
...	...	...	...	...	...	...	...	...	...	...	27,325	3,665	5	...	...	...	30,995
...	...	...	...	...	...	...	...	...	...	...	1,584	2,117	1,121	...	770	...	5,592
...	...	...	...	...	...	...	...	...	...	...	...	220	120	...	...	...	340
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	4.167	5,044	1,005	...	2,266	...	12.482
...	...	...	...	...	...	...	...	...	...	...	1,239	...	...	...	9	...	1,248
...	...	...	...	...	...	...	...	...	...	...	...	39	75	...	...	...	114
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	11	245	...	...	...	256
...	...	...	...	...	...	...	...	...	...	...	4,339	3,561	1.790	6,216	10,445	...	26,351
...	...	...	...	...	...	...	...	...	...	...	...	1,499	1,691	...	...	...	3,190
...	...	...	...	...	...	...	...	...	...	...	68,212	16,156	6,052	6,216	13,490	...	1,10,126
											(a)	(b)	(c)				
2,03,517	3,329	9,832	45,137	3,04,795	36,939	6,03,549	...	481	2,565	3,046	3,10,174	2,10,710	64,759	81,692	3,58,289	...	10,25,624

Peshawar (Rs. 40,000 maintenance grant and Rs. 1,00,000 for Science equipment and hostel accommodation); Rs. 31,000 for provincialization Anglo-Vernacular Middle Schools; and Rs. 1,500, Rs. 210 and Rs. 873 out of the Imperial grant of Rs. 55,000 for Islamia College Schools and for the appointment of Assistant District Inspector of Schools, Hazara, respectively.

grants :—

received in 1912 for Primary Education.

extension of Primary Education, *viz* opening of 105 new District Board Primary Schools and four District Board Middle Schools. Rs. 11,23 of above Imperial grant for Mardan District Board Primary School building, playground for Ghoriwala Middle School, contibution to all and for the salary and travelling allowance for new peon sanctioned for Assistant District Inspector of Schools, Hazara.

Revenues :—

Primary Education free and balancing the District Board Budgets Rs. 31,240.

... ... „ 1,840.

... ... „ 27,300*

Rs. 50,000 mentioned under (*i*).

Funds as aid to Anglo-Vernacular Frontier Middle School and Arya Girls School, situated at Sadar Bazar, Peshawar.

Rs.

Boards High Schools before their provincialization in September 1913 5,000.

... ... 1,188.

... ... 312.

of Rs. 55,000 ... ... 500.

unspent and the remaining sum was distributed as below :—

... ... Rs. 1,170.

... ... „ 56.

... ... „ 1,483

EDUCATION—GENERAL TABLE IV (A).

Return of Expenditure on Public Instruction in the North-West Frontier Province (for Europeans) for the official year 1913-14.

Objects of Expenditure.	PUBLIC INSTITUTIONS.																			TOTAL EXPENDITURE								Remarks.
	Under Public Management.							Under Private Management.																	From all other sources.			
	Managed by Government.							*Aided by Government or by District or Municipal Boards.*							*Unaided.*													
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public Imperial contributions).	Grand Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		27
Collegiate Education. Teaching ... Male ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Female ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Special Education, General. *Secondary Education.*																											
For boys ... High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Middle Schools, English...	...	...	...	...	...	...	...	...	...	...	1,053	...	4,000	5,053	...	...	...	...	...	...	...	1,053	4,000	...	5,053		
For girls ... High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Middle Schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Total ...	...	...	...	...	...	...	...	...	...	...	1,053	...	4,000	5,053	...	...	...	...	...	...	...	1,053	4,000	...	5,053		
Primary Schools.																											
For boys ... Upper Primary Schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Lower ,, ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
For girls ... Upper Primary Schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Lower ,, ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Buildings	...	...	...	...	...	...	...	4,000	...	...	...	...	3,277	7,277	...	...	...	...	4,000	...	...	...	3,277	...	7,277		
Furniture and apparatus (special grants only) ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Total ...	...	...	...	...	...	...	...	4,000	...	...	...	...	3,277	7,277	...	...	...	...	4,000	...	...	...	3,277	...	7,277		
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Scholarships held in Training Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Ditto Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Total Expenditure on Public Instruction...	...	...	...	...	...	...	...	4,000	...	...	1,053	...	7,277	12,330	...	...	...	...	4,000	...	...	1,053	7,277	...	12,330		

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL EDUCATION IN THE NORTH-WEST FRONTIER PROVINCE AT THE END OF THE OFFICIAL YEAR 1913-14.

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.										
For Boys. Government	English	...	6	1,322	200	...	200	1,122	...	1,122
	Vernacular	...	...	...	...	...	...	...	...	...
Local Fund	English	...	2	644	...	...	...	181	...	181
	Vernacular	...	20	3,812	...	...	...	889	...	889
Municipal	English	...	2	574	...	...	...	213	...	213
	Vernacular	...	1	291	...	...	...	60	...	60
Aided	English	...	10	4,028	440	...	440	1,521	3	1,524
	Vernacular	...	...	...	...	...	...	...	...	...
Unaided	English	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...
	Total	...	41	10,671	640	...	640	3,986	3	3,989
For Girls. Government	English	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...
Local Fund	English	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...
Municipal	English	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...
Aided	English	...	...	...	...	...	...	...	...	...
	Vernacular	...	1	354	...	...	...	...	24	24
Unaided	English	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...
	Total	...	1	354	...	...	...	...	24	24
Total Secondary Schools		...	42	11,025	640	...	640	3,986	27	4,013
Primary Schools.										
For Boys. Government		...	1	99	...	...	...	...	...	...
Local Fund		...	408	18,639	...	...	...	...	...	...
Municipal		...	13	1,575	...	...	...	...	...	...
Aided		...	16	1,803	...	...	...	...	...	...
Unaided		...	2	185	...	...	...	...	...	...
	Total	...	440	22,301	...	...	...	...	...	...
For Girls. Government		...	...	...	...	...	...	...	...	...
Local Fund		...	5	185	...	...	...	...	...	...
Municipal		...	8	745	...	...	...	...	...	...
Aided		...	12	986	...	...	...	...	...	...
Unaided		...	5	349	...	...	...	...	...	...
	Total	...	30	2,265	...	...	...	...	...	...
Total Primary Schools		...	470	24,566	...	...	...	...	...	...
GRAND TOTAL		...	512	35,591	640	...	640	3,986	27	4,013

RAL TABLE V.

in the North-West Frontier Province at the end of the official year 1913-14.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	1,322	...	1,322
...	...	...	...	...	...	...	...	...	...	...	...
65	...	65	300	...	300	98	...	98	644	...	644
385	...	385	1,721	...	1,721	817	...	817	3,812	...	3,812
66	...	66	244	...	244	51	...	51	574	...	574
29	...	29	130	...	130	72	...	72	291	...	291
547	4	551	1,167	14	1,161	332	...	332	4,007	21	4,028
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
1,092	4	1,096	3,562	14	3,576	1,370	...	1,370	10,650	21	10,671
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	46	46	...	284	284	...	...	...	...	354	354
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	46	46	...	284	284	...	...	...	...	354	354
1,092	50	1,142	3,562	298	3,860	1,370	...	1,370	10,650	375	11,025
11	...	11	61	...	61	27	...	27	99	...	99
1,372	...	1,372	13,586	...	13,586	3,681	...	3,681	18,639	...	18,639
203	...	203	1,021	...	1,021	351	...	351	1,575	...	1,575
151	...	151	1,279	...	1,279	373	...	373	1,803	...	1,803
15	...	15	116	...	116	54	...	54	185	...	185
1,752	...	1,752	16,063	...	16,063	4,486	...	4,486	22,301	...	22,301
...	...	...	...	...	...	...	...	...	...	...	...
...	11	11	...	154	154	...	20	20	...	185	185
...	81	81	...	533	533	...	131	131	...	745	745
...	53	53	26	907	933	...	...	...	26	960	986
...	23	23	...	326	326	...	...	...	...	349	349
...	168	168	26	1,920	1,946	...	151	151	26	2,239	2,265
1,752	168	1,920	16,089	1,929	18,009	4,486	151	4,637	22,327	2,239	24,566
2,844	218	3,062	19,651	2,218	21,869	5,856	151	6,007	32,977	2,614	35,591

EDUCATION—GENERAL TABLE V (A).

Return of the Stages of Instruction of pupils in Public Schools for General Education in the North-West Frontier Province (for Europeans) at the end of the official year 1913-14.

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary Middle Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.			Total.		
			1			2			3			4					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total	Boys.	Girls.	Total.
Secondary Schools.																	
For Boys ... Government, English																	
For Boys ... Aided ,, ...	1	45	...	...	...	...	3	3	4	4	8	20	14	34	24	21	45
For Boys ... Unaided ,, ...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Total ...	1	45	...	...	...	...	3	3	4	4	8	20	14	34	24	21	45
For Girls ... Government, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls ... Aided ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools...	1	45	...	...	...	...	3	3	4	4	8	20	14	34	24	21	45
Primary Schools.																	
Upper Primary Schools.																	
For Boys ... Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys ... Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
For Girls—Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Upper Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary Schools.																	
For Boys ... Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys ... Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—Aided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total ...	1	45	...	...	...	...	3	3	4	4	8	20	14	34	24	21	45

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE NORTH-WEST FRONTIER PROVINCE DURING THE OFFICIAL YEAR 1913-14.

Return showing the Results of Prescribed Examinations in the

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	...	1	...	1	...	8	...	...	8
3. B. Sc.	...	...	...	...	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	...	...	...
„ B. Sc.	...	...	...	...	...	...	...	...	...
„ Arts	...	1	...	1	...	21	...	...	21
Previous Examination	...	...	...	...	...	...	...	...	...
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...
„ „ Arbic	...	...	...	...	...	...	...	...	...
„ „ Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
„ „ „ Arabic	...	...	...	...	...	...	...	...	...
„ „ „ Persian	...	...	...	...	...	...	...	...	...
5. Porficiency in Sanskrit	...	...	...	...	...	...	...	...	...
„ „ Arabic	...	...	...	...	...	...	...	...	...
„ „ Persian	...	...	...	...	...	...	...	...	...
„ „ Urdu	...	...	...	...	...	...	...	...	...
„ „ Pashtu	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	...	...	...	...	...	...	...	...	...
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
„ L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching.									
Licentiate in Teaching	...	...	...	...	...	...	...	...	...
Schools for General Education.									
High School Examination for Europeans — Boys	...	...	...	...	...	...	...	...	...
High School Examination for Europeans — Girls	...	...	...	...	...	...	...	...	...
Middle School Examination for Europeans — Boys	...	...	...	...	...	...	...	...	...
Middle School Examination for Europeans — Girls	...	...	...	...	...	...	...	...	...
Matriculation — Boys	...	5	7	...	12	83	157	...	240
Matriculation — Girls	...	...	...	...	...	...	...	...	...
Anglo-Vernacular Middle Standard Examination. — Boys	...	9	8	...	17	196	228	2	426
Anglo-Vernacular Middle Standard Examination. — Girls	...	...	...	...	...	...	...	...	...
Middle Standard Examination for Girls	...	...	1	...	1	...	3	...	3
Middle School Examination Vernacular — Boys	...	14	...	...	14	114	...	8	122
Middle School Examination Vernacular — Girls	...	...	...	...	...	...	...	...	...
Upper Primary Examination — Boys (a)	...	...	...	...	...	...	...	...	...
Upper Primary Examination — Girls	11	5	2	18	41	29	5	...	75
Lower Primary Examination — Boys (a)	...	...	...	...	...	...	...	...	...
Lower Primary Examination — Girls	11	7	2	20	86	102	17	...	205
Public Service Certificate Examination — English	...	...	...	...	...	...	...	...	...
Public Service Certificate Examination — Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. — Upper	...	...	...	...	...	...	...	...	...
1. Training School Examination for Masters. — Lower	1	...	...	1	48	...	...	6	(b)54
2. Training School Examination for Mistresses. — Upper	...	...	...	...	...	...	...	...	...
2. Training School Examination for Mistresses. — Lower	...	...	...	...	...	...	...	...	...
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying	...	...	...	...	...	...	...	...	...
6. Industrial School Examination	...	...	...	...	...	...	...	...	...
7. Veterinary Examination	...	...	...	...	...	...	...	...	...

* Includes Sikhs also.
(a) Abolished.
(b) Besides 20 out of 24
This includes one

RAL TABLE VI.

North-West Frontier Province during the official year 1913-14.

Number passed.					Race or Creed of Passed Scholars.								
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Indian Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.*	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
	4			4				2	2			
	7			7				2	5			
												Not out.

Return showing the Distribution of Local Fund and Municipal Expenditure

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by District Boards.											In Institutions managed by			
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.	Total District Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Collegiate Education. — Arts Colleges.															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — Secondary Schools.															
For Boys. High Schools ...	...	...	...	...	...	...	...	...	...	...	...	—502 (a)	...	...	—502
For Boys. Middle Schools. English ...	2	644	625	524	...	3,910	724	2,600	...	...	7,234	...	...	1,000	4,910
For Boys. Middle Schools. Vernacular	20	3,812	3,613	3,053	...	29,392	...	2,372	...	...	31,764	...	...	...	29,392
For Girls. High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools. English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	22	4,456	4,238	3,577	...	33,302	724	4,972	...	...	38,998	—502	...	1,000	33,800
Primary Schools.															
For Boys	408	18,639	16,640	14,026	...	93,154	...	35	...	...	93,189	...	...	1,029	94,183
For Girls	5	185	167	138	...	733	...	...	...	...	733	...	...	1,300	2,033
Total ...	413	18,824	16,807	14,164	...	93,887	...	35	...	...	93,922	...	...	2,329	96,216
School Education, Special. — Schools for Special Instruction															
Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
" " for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	44,929	...	...	...	...	44,929	...	...	...	44,929
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	19,609	...	...	...	...	19,609	...	...	...	19,609
Total ...	...	...	...	...	...	64,538	...	...	...	...	64,538	...	...	...	64,538
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,665
Scholarships held in — Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,117
Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	220
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,044
Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11
Boarding-houses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,561
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,499
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16,156
Grand Total ...	435	23,280	21,045	17,741	...	1,91,727	724	5,007	...	...	1,97,458	—502	...	3,329	2,10,710 (b)

(a) These items represent expenditure before the provincialization of five Municipal Board High Schools and District Board

(b) Includes (I) Rs. 38,870 out of the Imperial grant of Rs. 50,000 received in 1912 for Primary Education;

(II) Rs. 37,222 out of the Imperial grant of Rs. 55,000 for extension of Primary Education, *i. e.* for opening 105

The following sums were also contributed out of the above grant to District Boards :—

(i) For Mardan District Board Primary School building ... ...

(ii) Playground for Ghoriwala Vernacular Middle School ... ...

(iii) For Islamia College Scholarships ... ...

(iv) For the salary and travelling allowance of the new peon sanctioned for new Assistant

(III) Includes also the following sums out of the Provincial Revenues :—

(i) For raising the salaries of teachers, making Primary Education free and balancing the District

(ii) For new and old scholarships ... ...

(iii) For building and furniture ... ...

* Includes the balance of Rs. 50,000 shown under (I).

(IV) Includes also Rs. 1,200 as aid to Anglo-Vernacular Frontier Middle and Arya Girls' School, Sadar

(c) Includes from Provincial Revenues :—

(i) For pension contributions for the teachers of five Municipal Board High Schools before their

(ii) For improvement of Staff of Middle Schools ... ...

(iii) For Elementary Teachers' Service ... ...

Rs. 500 were granted for the furniture of the Municipal Board School, Baffa, out of the Imperial grant of Rs. 55,000,

RAL TABLE VII.

on Public Instruction in the North-West Frontier Province for the official year 1913-14.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY					
Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	REMARKS.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	—	....	...	
...	...	...	...	...	...	...	...	...	...	...	16,665 (a)	...	3,600	20,265	19,763	
2	574	586	467	...	4,815	...	2,794	...	...	7,609	...	724	...	5,539	10,449	
1	291	279	233	...	1,541	...	159	...	...	1,700	...	...	...	1,541	30,933	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	978	978	978	
3	865	865	700	...	6,356	...	2,953	...	...	9,309	16,665	724	4,578	28,323	62,123	
13	1,575	1,389	1,163	...	10,455	...	49	...	19	10,523	...	...	3,069	13,524	1,07,707	
8	745	769	574	...	6,353	...	...	...	...	6,353	...	...	2,185	8,538	10,571	
21	2,320	2,158	1,737	...	16,808	...	49	...	19	16,876	...	...	5,254	22,062	1,18,278	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	6,154	...	...	...	...	6,154	...	...	...	6,154	51,083	
...	...	...	...	...	2,168	...	...	...	...	2,168	...	...	...	2,168	21,777	
...	...	...	...	...	8,322	...	...	...	...	8,322	...	...	...	8,322	72,860	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	3,670	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,121	3,238	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	120	340	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,005	6,049	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	75	114	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	245	256	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,790	5,351	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,691	3,190	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,052	22,208	
24	3,185	3,023	2,437	...	31,486	...	3,002	...	19	34,507	16,665	724	9,832	(c) 64,759	2,75,469	

Anglo-Vernacular Middle School, Mardan.

Primary and 4 Vernacular Middle Schools.

... ... Rs. 8,000
... ... „ 500
... ... „ 2,625
District Inspector of Schools, Hazara ... „ 110
} Rs. 11,235.

Board budgets ... Rs. 31,240
... ... „ 1,840
... ... „ 27,300*

Bazar, Peshawar, from Cantonment Funds.

provincialization ... Rs. 5,000
... ... „ 1,188
... ... „ 312

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in the North-West Frontier Province for the official year 1913-14.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from				Total Expenditure.	Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.		
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government ...	7	350	...	273	2	75	1,828	1,222	...	22	3,072	
2. Managed by Local or Municipal Boards.	25	415	...	397	18	...	...	3,844	...	...	3,844	
3. Aided by Government or by Local or Municipal Boards.	6	417	...	350	67	...	2,511	285	8,984	5,638	17,418	
4. Unaided	2	49	49	...	...	...	...	...	...	1,461	556	2,017
Total ...	40	1,231	49	1,020	87	75	4,339	5,351	10,445	6,216	26,351	

Note.—No Boarding-house is attached to the European School.

TABLE IX.

Number and Qualifications of Teachers.

1913-14.

			In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
			Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
In Schools for Indians.	Teachers of Vernacular.	Trained ...	2	210	28	10	3	...	79	9	2	...	...	...	...	13	...	...	...	...	...	...	356
		Untrained ...	...	381	41	72	15	...	51	5	21	...	...	...	...	18	...	...	...	...	...	...	604
		Total ...	2	591	69	82	18	...	130	14	23	...	...	...	...	31	...	...	...	...	...	...	960
	Anglo-Vernacular Teachers and Teachers of Classical Languages.	Trained ...	...	...	...	...	...	...	9	11	3	...	42	...	...	55	...	...	...	...	2	...	122
		Untrained ...	...	...	...	...	...	...	8	6	...	...	31	...	...	64	...	...	...	...	12	...	121
		Total ...	...	...	...	...	...	...	17	17	3	...	73	...	...	119	...	...	...	...	14	...	243
		Possessing a degree ...	...	...	...	...	...	...	...	...	...	...	12	...	...	19	...	...	...	...	10	...	41
		Possessing no degree ...	...	...	...	...	...	...	17	17	3	...	61	...	...	100	...	...	...	...	4	...	202
		Total ...	...	...	...	...	...	...	17	17	3	...	73	...	...	119	...	...	...	...	14	...	243
In Schools for Europeans.	...	Trained ...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1
		Untrained ...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	2
		Total ...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	3
		Possessing a degree ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
		Possessing no degree ...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	3
		Total ...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	3
GRAND TOTAL OF ALL TEACHERS ...			2	591	69	82	18	...	147	31	29	...	73	...	...	150	...	...	...	...	14	...	1,206

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